DOCUMENT RESUME

ED 330 277 HE 024 365

AUTHOR	Stark, Joan S.; And Others
TITLE	Planning Introductory College Courses: Influences on Faculty.
INSTITUTION	Michigan Univ., Ann Arbor.; National Center for Research to Improve Postsecondary Teaching and Learning, Ann Arbor, MI.
SPONS AGENCY	Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO	TR-89-C-003.0
PUB DATE	90
CONTRACT	OERI-G0086-90010
NOTE	370p.
PUB TYPE	Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC15 Plus Postage.
DESCRIPTORS	*College Faculty; Context Effect; Course Objectives; Course Organization; Curriculum Development; Educational Background; Higher Education; Influences; *Introductory Courses; Planning; Surveys; Teacher Attitudes; Teacher Influence

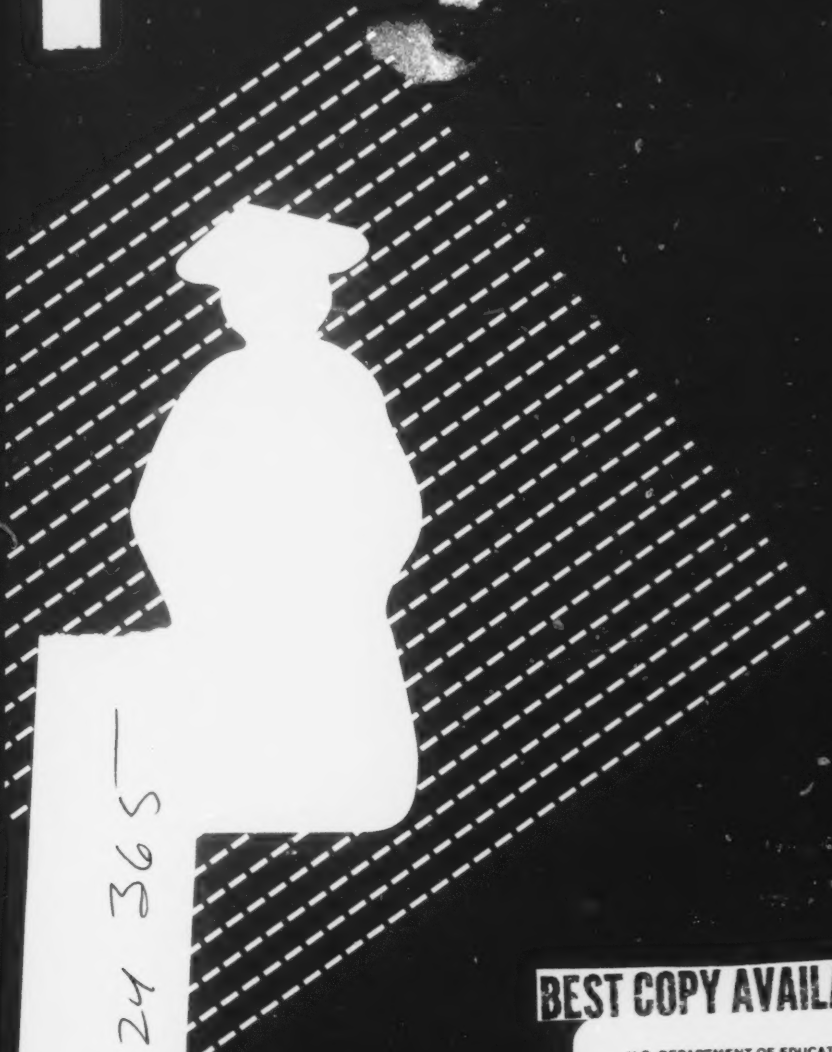
ABSTRACT

This report summarizes the results of the Planning Introductory College Courses study which examined influences on course planning among U.S. faculty members. The study was built on exploratory interviews conducted in the 1986-87 Course Planning Exploration survey with 89 faculty members. Major findings show that when planning introductory courses, faculty members are influenced most strongly by their discipline orientations, scholarly and pedagogical backgrounds, and beliefs about the purpose of education. They are also influenced, but less strongly, by contextual influences that depend on the local situation. It was concluded that influences on course planning vary substantially by teaching field but minimally by type of college. Four chapters discuss the evolution of the survey and its results, including such aspects as content considerations, contextual influences, and steps in course planning. A subsequent chapter describes and confirms the usefulness of the refined contextual filters model of course planning, showing how it can be applied to diverse academic settings. The report concludes with a discussion on practical applications of the course-planning model and suggests areas for further research. Included are five appendices, including the course planning exploration survey form, 85 detailed tables, 39 figures, and 24 references. (LPT)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

NATIONAL CENTER FOR RESEARCH TO IMPROVE POSTSECONDARY TEACHING and LEARNING

ED330277



HE024 365

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it

☐ Minor changes have been made to improve reproduction quality

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

Planning Introductory College Courses

Influences on Faculty

Papers in this series available from NCRIPTAL

Designing the Learning Plan: A Review of Research and Theory Related to College Curricula
Joan S. Stark and Malcolm A. Lowther, with assistance from Sally Smith

Reflections on Course Planning: Faculty and Students Consider Influences and Goals
Joan S. Stark, Malcolm A. Lowther, Michael Ryan, Sally Smith Bomotti, Michele Genthon, Gretchen Martens, and C. Lynne Haven

Planning a College Course: A Guidebook for the Graduate Teaching Assistant
Michael P. Ryan and Gretchen G. Martens

Preparing Course Syllabi for Improved Communication
Malcolm A. Lowther, Joan S. Stark, and Gretchen G. Martens

Approaches to Research on the Improvement of Postsecondary Teaching and Learning: A Working Paper
Patricia J. Green and Joan S. Stark

Postsecondary Teaching and Learning Issues in Search of Researchers: A Working Paper
Carol D. Vogel and Joan S. Stark

Classroom Assessment Techniques: A Handbook for Faculty
K. Patricia Cross and Thomas A. Angelo

Psychological Models of the Impact of College on Students
Harold A. Korn

Teaching and Learning in the College Classroom: A Review of the Research Literature, Second Edition
Wilbert J. McKeachie, Paul R. Pintrich, Yi-Guang Lin, David A. F. Smith, and Rajeev Sharma

Faculty as a Key Resource: A Review of the Research Literature
Robert T. Blackburn, Janet H. Lawrence, Steven Ross, Virginia Polk Okoloko, Jeffery P. Bieber, Rosalie Meiland, and Terry Street

Performance Appraisal for Faculty: Implications for Higher Education
Robert T. Blackburn and Judith A. Pitney

The Organizational Context for Teaching and Learning: A Review of the Research Literature
Marvin W. Peterson, Kim S. Cameron, Lisa A. Mets, Philip Jones, and Deborah Ettington

Electronic Information: Literacy Skills for a Computer Age
Jerome Johnston

Design in Context: A Conceptual Framework for the Study of Computer Software in Higher Education
Robert B. Kozma and Robert L. Bangert-Drowns

1988 EDUCOM/NCRIPTAL Higher Education Software Awards
Robert B. Kozma and Jerome Johnston

The Electronic Classroom in Higher Education: A Case for Change
Jerome Johnston and Susan Gardner

Planning Introductory College Courses

Influences on Faculty

Joan S. Stark
Malcolm A. Lowther
Richard J. Bentley
Michael P. Ryan
Gretchen G. Martens
Michele L. Genthon
Patricia A. Wren
Kathleen M. Shaw

Grant Number OERI G0086-90010

Joan S. Stark, Director
Wilbert J. McKeachie, Associate Director

Suite 2400 School of Education Building
The University of Michigan
Ann Arbor, Michigan 48109-1259

(313) 936-2741

Technical Report No. 89-C-003.0
©1990 by the Regents of The University of Michigan for the National Center for Research to Improve Postsecondary Teaching and Learning. All rights reserved.

The project presented, or reported herein, was performed pursuant to a grant from the Office of Research of the Office of Educational Research and Improvement/ Department of Education (OERI/ED). However, the opinions expressed herein do not necessarily reflect the position or policy of the OERI/ED or the Regents of the University of Michigan should be inferred.

Contents

Seeking Influences on Course Planning 1

Building a Planning Model 1

Key Study Questions 3

Testing the Model 4

Sampling Plan and Rationale 4
- Academic Field Stratification 5
- Sampling Procedures 6

Responses Within Institutions and Disciplines 10
- Institutional Response 10
- Faculty Response 10
- Summary of Response Rates, by Discipline and Institutional Type 14

Other Analyses of Response Bias 14

Survey Instrument 16
- Courses Included in the Survey 17
- Respondent Characteristics 21

Content Considerations 25

Discipline Characteristics 25
- Characterizing the Discipline 27
- Portraying the Discipline in an Introductory Course 30
- Discipline Influences on Course Planning 33

Faculty Background 38
- Faculty Perceptions of Background Influences 42

Faculty Beliefs 45
- Faculty Ratings of Educational Beliefs 48
- Faculty Members' Preferred Educational Beliefs 50

Summary 53

Context 61

Faculty Perceptions of College and Program Goals 61
Organizational Units Sponsoring Introductory Courses 62
Characteristics of Sponsoring Programs 67
Faculty Perceptions of Program Goals 67
Distinctiveness and Clarity of Program Mission 69
Faculty Perceptions of College Goals 69
Distinctiveness and Clarity of College Mission 72
Coordination, Prescription, and Interrelatedness of Courses at the Program Level 72
Coordination, Prescription, and Interrelatedness of Courses at the College Level 75
Autonomy for Faculty, Students, and Programs 78
Influence of Program and College Goals on Course Planning 80

Student Characteristics 82

External Influences and Institutional Resources 86
Influences External to the College 88
Influence of Staff Assistance, Facilities, and Other Practical Factors 88

Available Advice and Services 91

Summary 99

Form 105

Steps in Course Planning 105

Stating and Communicating Course Goals 111
Faculty Course Goals 111
Communicating Goals 115

Course Sequencing 117

Assisting and Monitoring Student Learning 124
Assisting Students 124
Monitoring Learning 128

Summary 128

Refining and Using the Contextual Filters Model 131

The Basic Contextual Filters Model 132
- Content and Background Considerations 132
- Contextual Filters 134
- Course Decisions 135
- Feedback 135

The Refined Composite Model 138

Four Field-Specific Profiles of Course Planning 140

Other Potential Field-Specific Examples 146

Variations Within Academic Fields 149

Variations by College Type 156

Practical Applications and Further Research 157

Conclusion 157

Practical Applications of the Course-Planning Study 157

Further Research 158
- Additional Data Analyses 158
- Additional Data Collections 159
- Links With Other Projects 161

Bibliography 163

Appendixes

A. Description of Carnegie Classification 165
B. Institutional Variables 171
C. Samples of Correspondence/Materials Sent to Institutions 181
D. Bias Survey and Correspondence 199
E. Percentage Tables by Academic Field for General Education and Professional Fields 203
F. Percentage Tables by College Type Within Each Academic Field 247
G. Factor Analysis Tables 309
H. Course Planning Exploration Survey Form 327

Tables

1. Introductory Courses Included in Survey 7
2. Distribution of Institutions in the Sample 8
3. Characteristics of the Institutions in the Corrected Random Sample ($N = 258$) 9
4. Institutional Participation 11
5. Characteristics of Participating and Nonparticipating Institutions 12
6. Faculty Response Rates, by Institutional Type 13
7. Faculty Response Rates, by Academic Field 13
8. Faculty Respondents, by Academic Field and Institutional Type 15
9. Key to Data Tables 18
10. Introductory Courses Taught by Respondents 18
11. Characteristics of Introductory Courses 20
12. Characteristics of Faculty Respondents 23
13. "Describes My Academic Field Well" 28
14. How Faculty Members Characterize Their Discipline and Portray It in Introductory Courses–Summary 29
15. Intercorrelation of Discipline Characterizations 31
16. Underlying Views of Academic Fields 31
17. "Describes My Field as I Portray It in Introductory Courses" 32
18. Intercorrelation of Discipline Characterizations as Portrayed in Introductory Course 34
19. Influence of Content Characteristics in Course Planning ("Strongly Influential") 36
20. Intercorrelations of Influences on Course Content 39
21. Intercorrelations of Reasons for Selecting Course Content 40
22. Correlation of Content Influences and Reasons for Selecting Course Content 41
23. Influence of Faculty Background on Course Planning ("Strongly Influential") 43
24. Intercorrelations of Educational Beliefs and Background Influences on Course Planning 46
25. Beliefs About Education ("Much Like My Belief") 49
26. Most Preferred Educational Belief 51
27. Preferred Educational Beliefs–Summary 52
28. Intercorrelation of Faculty Educational Beliefs 54
29. Correlation of Educational Beliefs with Reasons for Selecting Course Content 55
30. Correlation of Faculty Educational Beliefs and Background with Reasons for Selecting Course Content 56
31. Relationships Underlying Content and Background-Related Influences 57
32. Correlation of Educational Beliefs with Derived Content Factors 59
33. Correlation of Content Factors and Discipline Factors 59
34. Correlation of Content Factors with Demographic Characteristics of Faculty 60
35. Characteristics of Introductory Course 66
36. Perceived Characteristics of Sponsoring Programs ("True of My Program") 68

37. Faculty Views of Goals in Their Program, by Academic Field 68
38. Faculty Views of Distinctiveness and Clarity of Program Mission 70
39. Perceived Characteristics of College ("True of My College") 70
40. Faculty Views of Goals in Their College, by Academic Field 71
41. Faculty Views of Distinctiveness and Clarity of College Mission 73
42. Perceived Coordination at Program Level and College Level 73
43. Faculty Views of Program Coordination, Prescription, and Course Interrelatedness 74
44. Faculty Views of College Coordination, Prescription, and Course Interrelatedness by College 76
45. Intercorrelations of Faculty Perceptions of Program Characteristics 76
46. Intercorrelations of Faculty Perceptions of College Characteristics 77
47. Perceived Autonomy of Sponsoring Program, Faculty, and Students ("Much Like My Program") 79
48. Faculty Views of Course Planning Autonomy 79
49. Influence of College and Program Goals on Course Planning ("Influential") 81
50. Intercorrelation of Influence of College and Program Goals 81
51. Characteristics of Students in Introductory Course 84
52. Faculty Views of Student Preparedness, by Academic Field 84
53. Faculty Views of Student Effort, by Academic Field 85
54. Influence of Student Characteristics on Course Planning ("Very Influential") 85
55. Intercorrelation of Influences Due to Student Characteristics 87
56. External Influences on Course Planning ("Influential") 89
57. Intercorrelation of External Influences 89
58. Influence of Opportunities and Facilities on Course Planning ("Very Influential") 92
59. Influence of Pragmatic Constraints ("Influential") 92
60. Intercorrelation of Influences Due to Opportunities, Facilities, Assistance, and Constraints 92
61. Influence of Available Advice and Services on Course Planning ("Influential") 96
62. Useful Sources of Teaching Assistance–Summary 97
63. Useful Sources of Teaching Assistance ("Helpful") 98
64. Intercorrelations of Influences of Available Advice 100
65. Intercorrelation of Influence Due to Sources of Teaching Assistance 101
66. Contextual Influences on Course Planning 102
67. Correlation of "Content" Factors with "Context" Factors 102
68. Correlation of Context Factors with Educational Beliefs 103
69. Steps Faculty Consider in Course Planning ("Typical of Me") 107
70. Course Planning Step Taken First 107
71. Steps Faculty Take in Course Planning–Summary 108
72. Intercorrelation of Steps in Course Planning 110
73. Codes for Important Faculty Course Goals 113
74. Course Goals Contributed by Faculty Members, by Academic Field 114
75. Ways of Communicating Goals to Students ("Rely on Heavily") 116

76. Communicating Goals–Summary 116
77. Preferred Method of Arranging Course Content ("Very Much Like My Course") 119
78. Preferred Method of Arranging Content ("Most Like My Course") 120
79. Faculty Preferences for Arranging Course Content–Summary 122
80. Intercorrelation of Preferred Ways of Arranging Course Content 123
81. Ways of Assisting and Monitoring Student Learning ("Much Like What I Do") 127
82. Ways of Assisting Student Learning 127
83. Useful Indicators of Student Involvement 129
84. Monitoring Indicators Faculty Use Most Often 130
85. Monitoring Indicators Faculty Use Least Often 130

Figures

1. Tentative contextual filters model of course design, 1987 3
2. Course information (CPE-I survey questions 1-8, page 1) 20
3. Respondent characteristics (CPE-I survey questions 25-36, pages 21-22) 22
4. Discipline characteristics (CPE-I survey question 14, page 5) 26
5. Influences on content selection (CPE-I survey question 17, page 10) 34
6. Influences on topic selection (CPE-I survey question 17, page 14) 35
7. Background influences on planning (CPE-I survey question 17, page 9) 43
8. Educational beliefs (CPE-I survey question 15, pages 6-7) 47
9. Organizational unit's primary goal (CPE-I survey questions 10-11, page 2) 63
10. Organizational emphasis (CPE-I survey question 12, page 3) 64
11. Autonomy in course planning (CPE-I survey question 13, page 4) 65
12. Organizational influences (CPE-I survey question 17, page 11) 66
13. Perceived student characteristics (CPE-I survey questions 8-9, pages 1-2) 83
14. Influence of student characteristics (CPE-I survey question 17, page 11) 83
15. External influences (CPE-I survey question 17, page 12) 87
16. Pragmatic influences (CPE-I survey question 17, pages 12-13) 90
17. Influence of assistance (CPE-I survey question 17, page 13) 94
18. Sources of assistance (CPE-I survey question 18, page 15) 95
19. Planning steps (CPE-I survey question 16, page 8) 106
20. Community course goals (CPE-I survey questions 20-21, page 18) 112
21. Content arrangement (CPE-I survey question 19, pages 16-17) 118
22. Ways of helping students learn (CPE-I survey question 22, page 19) 125
23. Indicators of student involvement (CPE-I survey question 23, page 20) 126
24. Relationship of content and background considerations 133
25. Contextual filters' relationship with content and background considerations 136

26. Basic framework of the contextual filters model 137
27. Composite contextual filters model for all faculty surveyed 139
28. Profile one: Literature contextual filters model of course design 141
29. Profile two: Biology contextual filters model of course design 142
30. Profile three: English Composition contextual filters model of course design 143
31. Profile four: Business contextual filters model of course design 144
32. How instructors characterize their academic field ($N = 2130$) 147
33. The influence of faculty beliefs and backgrounds in course planning (by academic field ($N = 2130$) 148
34. Mapping of academic fields on content and background considerations 150
35. Contextual influences on course planning, by academic field ($N = 2130$) 151
36. Mapping of academic fields on contextual influences 152
37. Educational purpose "Most Like My Belief" 153
38. First steps in course planning 154
39. Most preferred course content arrangement, by academic field 155

Chapter 1. Seeking Influences on Course Planning

Most attempts to improve teaching and learning in colleges focus on the instructor's role as "classroom actor" rather than as "classroom planner." Yet in constructing a course, planning is an important faculty activity requiring expertise and effective decision making. Since little is known about the assumptions on which faculty members base course planning, few guidelines are available for instructional leaders as they try to support excellence in teaching and learning.

This report summarizes influences on course planning among American faculty members, based on a 1987-88 survey focusing on introductory college courses. The key findings and a refined model of course planning should stimulate fruitful discussion on campuses. By using products emerging from the study, including a group self-assessment inventory modeled on the survey, faculty members and administrators should gain an understanding of several aspects of course planning:

- Which influences on faculty course planning are usually stable, based in faculty disciplinary backgrounds, and probably not easily changed.
- Which influences on faculty course planning are contextual or situational, and therefore subject to change.
- Which current services intended to support teaching and learning are useful to faculty and which should be reexamined to find new and more helpful approaches.
- Which institutional missions need renewed emphasis if they are to be fully reflected in courses.
- How faculty views of course planning might be broadened to include a greater range of alternatives.
- How curriculum councils and teaching improvement strategies might build on, rather than challenge, beliefs of diverse faculty groups.

Our key findings are that, when planning introductory courses, faculty members are influenced most strongly by their discipline orientations, scholarly and pedagogical backgrounds, and beliefs about the purpose of education. They are also influenced, but less strongly, by contextual influences that depend on the local situation. Thus, influences on course planning vary substantially by teaching field but minimally by type of college.

In reporting these findings, we first present the background and rationale for the investigation, including a tentative guiding model. Then we describe how we obtained a nationally representative sample of faculty members from diverse colleges. In subsequent chapters, we describe the evolution of each section of the survey instrument, from preliminary interviews to final results, and report the data collected from the survey. Finally, we confirm and refine a model of course planning and show that it can readily be applied to diverse academic fields and settings.

Building a Planning Model

When developing a conceptual framework for examining course planning in higher education, we found that the only similar study was limited in scope and had been conducted in Australia (Powell & Shanker, 1982). Thus, we had to draw on a wide range of concepts to formulate a comprehensive survey instrument suitable for use in the United States. In doing so, we attempted to blend several current lines of thought about students' cognitive development with traditional views on college teaching. An extensive literature review and a discussion of these ideas as background for the study are provided in earlier reports in this series (Stark & Lowther, 1986; Stark et al., 1988). Following the literature review, we conducted lengthy interviews with 89 faculty members at eight colleges to refine our survey questions (Stark et al., 1988).

Prompted by recent advances in cognitive psychology as well as by recommendations drawn from national critiques of higher education, we used the interviews to explore faculty views of how their course planning enhances curricular coherence, interrelatedness among disciplines, curricular integration, and student involvement. We used classic works on the differences among disciplines first developed by Phenix (1964) and later elaborated for higher educators by Dressel and Marcus (1982). Simultaneously, we adapted for exploration at the college level several applicable theories more commonly associated with pre-college teaching, including theories of course design and sequencing (Posner & Rudnitsky, 1982), conceptions of curriculum (Eisner & Vallance, 1974), and studies of teacher thought (Clark & Peterson, 1986). Finally, we linked our studies with others simultaneously underway, such as Cross and Angelo's emerging work on classroom research strategies (1988) and Donald's studies of faculty goals for students' cognitive development (1983). All of these sources contributed to the development of our research design and survey instrument.

Two important definitions we developed are basic to our initial and continuing studies of course planning:

1. *Curriculum* is an academic plan that is purposefully constructed to facilitate student learning. Although academic plans may be constructed at several levels (i.e., lesson, course, program, college), we are concerned here with the course plan, most typically developed by a single faculty member. Course plans are the basic building blocks of the college curriculum.
2. Following from the definition of curriculum as a plan, we view college *course planning* as the decision-making process in which instructors select content to be taught, consider various factors affecting the teaching and learning process, and choose from alternative strategies for engaging students with the content. Planning also includes selecting methods to obtain feedback about student learning so that the decision-making process may be improved in the future.

In exploring course planning based on these two definitions, we developed a preliminary "Contextual Filters Model." This tentative model (Figure 1) divides the relevant variables and issues broadly into three groups: content, context, and form (Toombs, 1977-78). It has been helpful for identifying factors that could be varied to improve course planning. Although in Chapter 5 we will discuss revisions in the Contextual Filters Model based on the survey results, we describe the original version here because it serves to guide discussion of the survey instrument.

In this model, "content considerations" are the most important influences on course planning. These considerations include the discipline taught, faculty background, and related educational assumptions. Since we knew these influences were linked but we were not sure how they were related temporally, we included them as a tripartite group on the left of Figure 1.

"Context" factors represent aspects of the environment that may modify or mitigate the effect of educational assumptions included in the content considerations. Based on interviews with faculty, we shaded the representations of these variables (the contextual modifiers or "filters") in Figure 1 to indicate their estimated relative importance. The heavier the border and shading, the more consistently the influence was mentioned by faculty members in varied disciplines and colleges as influencing their course planning practice.

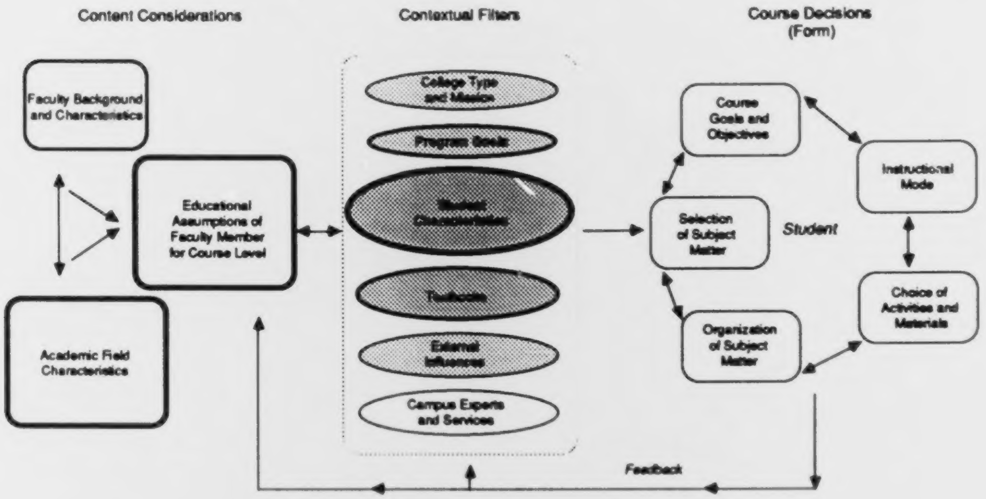

Content Considerations
Contextual Filters
Course Decisions (Form)
Faculty Background and Characteristics
Educational Assumptions of Faculty Member for Course Level
Academic Field Characteristics
College Type and Mission
Program Goals
Student Characteristics
Textbooks
External Influences
Campus Experts and Services
Course Goals and Objectives
Instructional Mode
Selection of Subject Matter
Student
Choice of Activities and Materials
Organization of Subject Matter
Feedback

Figure 1. Tentative contextual filters model of course design, 1987.

Note: The heavier the border and shading the more consistently the contextual influence was mentioned by faculty.

Finally, in representing course "form," that is, the actual steps faculty take in planning and the decisions they make, we learned that many variations exist in practice. Although selecting and organizing content probably precede other planning activities for most faculty, we did not know where instructors in various disciplines tend to start the planning cycle. Thus, we arrayed various course decisions in an irregular circle to portray a non-linear process, hoping to discover the most typical sequences of activities later.

The tentative model postulated the existence of feedback, as shown in Figure 1 but included no details about it. We knew, however, that faculty members use more informal than formal methods of evaluating how their plan promotes student learning. Typically, they do only informal research on how their teaching is going. We hypothesized that, however feedback is obtained, it might more readily modify instructors' perceptions of the importance of contextual influences on course planning than it would modify their content beliefs stemming from their subject areas and academic backgrounds. In Chapter 2 we will return to the study rationale briefly as we describe the evolution of each section of the survey and its results.

Key Study Questions

The following questions guided the study, including construction of the survey instrument and the subsequent data analysis.

- What influences faculty as they plan courses?
- How strong are the various influences?
- Do course planning influences and processes differ by subject area and by type of college?

In pursuing these broad questions we hoped to strengthen and confirm understandings we had gained about course planning from the interviews and, as a result, to make the tentative Contextual Filters Model more explicit. This report provides a basic summary of the information collected in the survey and answers the three broad study questions.

Testing the Model

This study built on interviews conducted in 1986-87 with 89 faculty members. The report of these exploratory interviews is published as *Reflections on Course Planning: Faculty and Students Consider Influences and Goals* (Stark et al., 1988). Since results from the exploratory study will be referred to frequently in this report, for brevity, we will refer to this earlier background discussion as the Reflections study or simply *Reflections*. The study described here, involving a survey to extend and confirm *Reflections*, will be called the PICC study (for planning introductory college courses). The name Course Planning Exploration (CPE) refers to the survey instrument used in the PICC study; the evolution and construction of the survey will be described in Chapters 2 through 4.

Sampling Plan and Rationale

The PICC study was designed to use a survey, the Course Planning Exploration, to confirm and extend the information we had gathered in exploratory interviews about how faculty members in different academic fields plan introductory courses (*Reflections*). We wanted to obtain a nationally representative sample of faculty members in different fields and different college settings to describe accurately typical introductory course planning.

Although the *Reflections* study revealed the most important independent variable affecting course planning to be academic field, there were no cross-institutional lists or national directories of faculty teaching introductory courses in different fields from which to draw our sample. Disciplinary association lists were also inappropriate for our purposes because such association memberships underrepresent faculty teaching introductory-level courses, particularly in community colleges. Due to the absence of appropriate lists, we needed institutional cooperation to identify accurately, efficiently, and consistently full-time and part-time faculty teaching the selected introductory courses. The second most important course planning variable mentioned during the interviews was student characteristics. Student characteristics often vary with college type and mission, college location, and college selectivity.

These two considerations, the need to identify faculty within institutions who teach selected introductory courses and the need to include wide variation in institutional settings (to assure varied student characteristics), led us to choose the individual faculty member as our unit of analysis but to select faculty members from within clusters of randomly selected institutions.

The Carnegie classification was chosen as the clustering scheme because of its common use and because its subdivisions are somewhat finer than the categories used by the National Center for Education Statistics. Descriptions of the Carnegie classifications are provided in Appendix A.

Cluster sampling admittedly increased the standard error of measurement and provided less statistical power than a purely random sample of faculty members would have provided. The increased standard error is most problematic when generalizing to Carnegie classifications such as doctoral universities, for which a small number of institutions provided large numbers of faculty members teaching the introductory courses. A systematic institutional bias in these settings, potentially related to faculty differences in course planning, may go undetected. The sampling errors in this strategy probably caused us to underestimate differences among types of institutions rather than to overestimate them.

Advantages to cluster sampling, however, included (1) the ability to identify faculty by current teaching assignment; (2) the possibility of returning to some settings with advance information for a projected study of program planning; (3) the potential of asking some faculty members in specific settings to complete a second survey regarding advanced courses, and (4) the possibility of developing useful information to share with cooperating institutions.

Several relevant parameters could have been used to create additional stratifications within the Carnegie clusters. We hoped to ensure an assortment of selective and non-selective colleges, commuter and residential colleges, urban and non-urban colleges, religiously oriented and non-religiously oriented colleges. We noted that the Carnegie types, while partially based on research orientation, are also based on measures of selectivity that may be correlated with control and religiosity. For example, in the Carnegie scheme, the two types of liberal arts colleges are deliberately separated on estimates of admissions selectivity rather than the combined estimates of research conducted, degrees granted, and selectivity that are used to separate the categories of doctoral universities. To an unknown extent, the vocational program rationale used for separating the two comprehensive college categories also may be correlated with selectivity. Clearly there were too many potentially confounding variables to stratify on all of them.

We decided not to stratify on additional variables because random selection within the Carnegie types should ensure that these variations would occur much as they occur in the population of colleges. We decided, instead, to obtain the best available measures of several potentially important institutional variables and maintain them in our data base as independent factors for potential statistical control of variations. Thus, for the colleges sampled, we have identified measures of (1) student selectivity (five levels of admissions competitiveness), (2) religiosity (religious connections, no religious connections), (3) predominance of commuter students (residential, commuter), (4) location (urban, nonurban), (5) control (public, independent), (6) state, (7) U.S. geographic region, (8) accrediting region, (9) enrollment, and (10) state coordination (strong, weak). Details of these dimensions are provided in Appendix B.

Note that in addition to the nine institutional characteristics frequently used in college studies, we included a tenth characteristic, state coordination, because of the possibility that state policies might influence course planning in important ways. Although the regional dispersion of our *Reflections* interviews had been insufficiently broad to identify any regional differences, in some states faculty members spoke of the influence of state coordination plans and community college articulation agreements. Although random selection should have equalized these factors as we selected institutions from the Carnegie clusters, we entered in our data base a variable estimating the extent of state coordination.

Although minority and women faculty members may be underrepresented in the general faculty population, we made no provision to oversample for two reasons: (1) we had no prior evidence that race or gender affects the way faculty plan courses; and (2) since we chose faculty members teaching introductory level courses women and minority faculty members are likely overrepresented in relation to the general faculty population.

Academic Field Stratification

Since academic field is such an important factor in course planning, we tried to include faculty from several different disciplines in our sample. Our primary concern with general education and our attempts to strike a balance between comprehensiveness and parsimony led us to include nine fields typical of introductory lower division courses. To examine introductory professional courses as well as those in general education, we included business, education (represented by educational psychology, which is often one of the first courses), and nursing. While these professional fields are common in several types of colleges, they are not offered in all and there is great variation in the level at which an introductory course is offered. For example, in community colleges, the first course in nursing is taught in the first term; in four-year nursing programs it may follow a year or more of general education. Due to their introductory nature and the fact that some students may only be sampling the field, we will refer to these courses as preprofessional courses. Since there are few commonly offered general introductory courses, we did not include preprofessional courses representing a technological field such as engineering, engineering technology, or computer science.

The list of the twelve types of courses we included in the study and the brief definitions that guided cooperating institutions and survey respondents are given in Table 1. Some of the preprofessional studies frequently are not offered at colleges of certain types.

We included two specific types of introductory courses (one general education and one preprofessional) for additional special reasons. We were interested in probing faculty responses in the *Reflections* interviews that indicated that educational theory and instructional design knowledge are not influential in course planning. We wondered whether faculty members with particular knowledge in these subjects would give them greater credence than their colleagues. Thus, we included faculty members teaching in introductory psychology (typically a freshman course) and educational psychology (often a junior level introduction to a professional education sequence) as potential points of comparison. We will discuss these special comparisons at a later date in a supplementary paper.

Sampling Procedures

At the time our sample was drawn, the new Carnegie classification of institutions had just been published (*The Chronicle of Higher Education*, July 8, 1987). The Carnegie Foundation would not release the tape or hard copies of the classification directly, however, since some institutions were still seeking reviews of their new classifications. Despite this, we assumed that errors would be fewer in using the new classification listing than the 1976 version. Thus, we used the list from the *Chronicle* (supplemented by a short error list published shortly thereafter).

From the Carnegie listing we excluded research universities (103 institutions) and "professional schools and other specialized institutions" (643 institutions). Then we drew ten percent samples of the institutions from each remaining Carnegie stratum. Two exceptions to this procedure made the sample less than ideally random. To cooperate with a companion study undertaken by another NCRIPTAL research program, we replaced a few institutions that had been drawn the previous week in a ten percent random sample for the companion study. We also replaced by a new draw two institutions that had participated in our pilot interviews.

The resulting distribution of institutions in our sample by Carnegie classification is shown in Table 2. Subsequently, we discovered that nine institutions had been inappropriately included for reasons we had not foreseen. They included upper division colleges, non-autonomous branches of a major campus (where officials indicated no course planning is done), specialized schools, and so on. This reduced the actual number of institutions appropriately drawn for the study to 258.

Table 3 shows the distribution of other institutional characteristics we included in our data base for the potentially participating institutions in each Carnegie class.

TABLE 1

Introductory Courses Included in Survey

1. **Freshman composition.** These writing courses are taken by beginning students with average preparation. They may be required or strongly suggested for all or some of the students.

2. **Introductory literature.** These courses may cover any genre of literature, but they should represent undergraduate students' first encounter with literature taught at the college level.

3. **History.** These may be courses in either American history or "Western Civilization." They should represent the first college level history courses students might take.

4. **Sociology.** These should be introductory sociology courses typically taken by lower division students as first social science electives or to meet distribution requirements.

5. **Psychology.** These should be introductory psychology courses typically taken by lower division students as first electives or to meet distribution requirements. It is not important whether psychology is classified as a natural science or a social/behavioral science.

6. **Educational psychology.** This should be the first educational psychology course taken by students who plan to enter educational careers. Depending upon the institutional plan, this course may be taken either before or after formal admission to a program in education.

7. **Biology.** These should be the first biology courses that lower division students take in college. They may be taken by prospective majors, by general studies students, or by both groups.

8. **Mathematics.** The courses should be introductory mathematics courses taught at or above the level of college algebra.

9. **Introductory fine arts.** These non-performance courses should be those elected by lower division students as first college courses in any of the arts. They should be designed to achieve cultural or historical understanding rather than skill development.

10. **Romance language.** These will be beginning courses in French, Spanish, or Italian that are taken by students without prior background or whose test scores indicated they should repeat an introductory course.

11. **Introduction to nursing.** This will be the first course typically offered to students entering the nursing program. Generally, it will include a profession orientation and broad view of the field.

12. **Introduction to business.** This will be the first course offered to students planning to study some area of business or business administration. Although not all business programs offer such survey courses, those that do frequently plan the course to provide a broad view of the field.

TABLE 2

Distribution of Institutions in the Sample

CARNEGIE TYPE	1987 CARNEGIE TYPE[a] Number of colleges	1987 CARNEGIE TYPE[a] Percent of colleges	STUDY POPULATION Number of colleges	STUDY POPULATION Percent of study population (base=2643)	STUDY SAMPLE Number of colleges[b]		STUDY SAMPLE Percent of eligible colleges (base=267/258)		PARTICIPATING[c] Number of colleges	PARTICIPATING[c] Percent of total (base=97)	PARTICIPATING[c] Percent of invited[d]
Research univ I & II	103	3.1	0	—	—		—		—	—	—
Doctoral univ I	51	1.5	51	1.9	6	(5)	2.2	(1.9)	1	1.0	20.0
Doctoral univ II	59	1.7	59	2.2	6	(5)	2.2	(1.9)	4	4.1	80.0
Comprehensive I	427	12.6	427	16.2	43	(44)	16.1	(17.1)	18	18.6	40.9
Comprehensive II	174	5.1	174	6.6	17	(19)	6.4	(7.4)	11	11.3	57.9
Liberal arts I	125	3.7	125	4.7	13	(15)	4.9	(5.8)	5	5.1	33.3
Liberal arts II	439	12.9	439	16.6	44	(40)	16.5	(15.5)	20	20.6	50.0
2-year colleges	1368	40.4	1368	51.8	137	(130)	51.3	(50.4)	38	39.1	29.2
Specialized	643	19.0	0	—	—		—		—	—	—
Total	3389	100.0	2643	100.0	267	(258)	99.6	(100.0)	97	99.8	37.6

[a] **Source**: 1987 Carnegie Classification printed in *The Chronicle of Higher Education*, July 8, 1987.

[b] Adjustment of numbers of colleges in study sample from 267 to 258 results from later corrections to Carnegie classifications or determinations of inappropriateness to the study (e.g., upper division only; specialized; etc.).

[c] Eight institutions of the sample of 258 that originally agreed to participate and received surveys but then did not distribute them to faculty members are not included with participants.

[d] After collapsing the two types of doctoral institutions into one category to eliminate a small cell, there was no significant difference in the overall rate of participation across Carnegie types. $X^2 = 10.82$, $df = 5$, $p = .06$.

TABLE 3

Characteristics of the Institutions in the Corrected Random Sample (N = 258)

			CARNEGIE TYPE OF INSTITUTION													
	Total		Doc I		Doc II		Comp I		Comp II		LA I		LA II		2-year	
CHARACTERISTIC	*N* 258	%	*N* 5	%	*N* 5	%	*N* 44	%	*N* 19	%	*N* 15	%	*N* 40	%	*N* 130	%
Geographic region																
New England	13	5.0	0		0		3	23.1	0		2	15.4	2	15.4	6	46.9
Mid-Atlantic	39	15.1	0		1	2.6	8	20.5	7	17.9	4	10.3	3	7.7	16	41.0
So. Atlantic	37	14.3	0		1	2.7	7	18.9	1	2.7	2	5.4	3	8.1	23	62.2
East No. Central	41	15.9	2	4.9	1	2.4	7	17.1	2	4.9	2	4.9	12	29.3	15	8.9
West No. Central	34	13.2	0		0		5	14.7	2	5.9	2	5.9	10	29.4	15	5.9
East So. Central	11	4.3	1	9.1	0		0		1	9.1	1	9.1	0		8	72.7
West So. Central	28	10.9	1	3.6	1	3.6	5	17.9	2	7.1	0		4	14.3	15	53.6
Mountain	16	6.2	0		1	6.3	2	12.5	1	6.3	1	6.3	2	12.5	9	56.3
Pacific	39	15.1	1	2.6	0		7	17.9	3	7.7	1	7.7	4	10.3	23	59.0
Selectivity																
Noncompetitive	121	46.9	0		1	0.8	6	5.0	1	0.8	0		4	3.3	109	90.1
Less competitive	45	17.4	0		0		11	24.4	4	8.9	0		10	22.2	20	44.4
Competitive	67	26.0	2	3.0	3	4.5	22	32.8	10	14.9	4	6.0	25	37.3	1	1.5
Very competitive	18	7.0	1	5.6	1	5.6	5	17.8	4	22.2	6	33.3	1	5.6	0	
Highly competitive	5	1.9	1	20.0	0		0		0		4	80.0	0		0	
Most competitive	2	0.8	1	50.0	0		0		0		1	50.0	0		0	
Religiosity																
Religious connection	75	29.1	1	20.0	2	40.0	12	27.3	13	68.4	10	66.7	30	75.0	7	5.4
No religious connection	183	70.9	4	80.0	3	60.0	32	72.7	6	31.6	5	33.3	10	25.0	123	94.6
Control																
Public	133	51.6	2	40.0	2	40.0	24	54.4	4	21.1	1	6.7	3	7.5	97	74.6
Independent	125	48.4	3	60.0	3	60.0	20	45.5	15	78.9	14	93.3	37	92.5	33	25.4
Living																
Residential	91	35.3	3	60.0	2	40.0	21	47.4	9	47.4	15	100.0	29	72.5	12	9.2
Commuter	167	64.7	2	40.0	3	60.0	23	52.6	10	52.6	0	0	11	17.5	118	90.8
State coordination																
Strong	103	39.9	2	40.0	4	80.0	25	56.8	4	21.1	5	33.3	14	35.0	49	37.7
Weak	155	60.1	3	60.0	1	20.0	19	43.2	15	78.9	10	66.6	26	65.0	81	62.3
Location																
Urban	139	53.9	4	80.0	4	80.0	35	79.5	13	68.4	7	46.7	23	57.5	53	40.8
Nonurban	119	46.1	1	20.0	1	20.0	9	20.5	6	31.6	8	53.3	7	42.5	77	59.2
Enrollment																
Mean			7969		8022		6787		1863		1549		771		3395	
SD			3842		5186		4420		326		788		321		4960	

Responses Within the Institutions and Disciplines

We requested that the chief academic officer in each of the randomly drawn institutions appoint a campus liaison who would do three things: (1) identify all full-time and part-time faculty members teaching the specified twelve types of courses, (2) report the numbers of each to us when requesting the correct number of surveys, and (3) ask the instructors to complete the CPE surveys, returning them directly to us in postage-paid envelopes. (Samples of materials sent to the campuses are shown in Appendix C.) Campus liaisons were asked to keep a record of which faculty received the materials and to follow up non-respondents who had not returned a separate participation card after two weeks. Campus liaisons also were asked to assist with a second follow-up based on specific survey I.D. numbers not yet returned after four weeks.

Most liaisons provided the number of faculty members teaching in each field. For institutions with large numbers of part-time faculty there sometimes was a trade-off between willingness to participate and the amount of detailed data the liaison needed to collect. Since we were exploring a previously unexplored topic, we judged it better to have a slightly less accurate estimate of response representativeness than to have less data. Thus, we can only estimate the actual response rate and the representativeness of those faculty from the eligible population at each campus who answered the survey.

Institutional Response

Table 4 shows the response rate by institutional type. Overall, 37.6% of the institutions we invited agreed to participate in the study. We believe the wide differential response rates by college type were caused, in part, by our request to include part-time faculty and the willingness of colleges to locate them and ask them to complete the survey. This particularly affected participation among two-year colleges that employ many part-timers. In contrast, we found greater reluctance of administrators at Liberal Arts I and Doctoral I institutions to ask highly autonomous full-time faculty to take time from their research and teaching to participate in educational studies. Our best response was from "middle range" institutions with modest numbers of part-time and full-time faculty and where teaching, rather than research, is strongly emphasized.

Table 5 compares characteristics of the 97 institutions that participated with the characteristics of the 161 colleges that declined, failed to provide a definite answer, or agreed to participate and failed to follow through. Although community colleges and liberal arts institutions appeared underrepresented in Table 4, the only statistically significant difference is religiosity. While this significant difference may be important, it seems a minor difference between the sample we solicited and that we obtained, in light of the lack of difference on other variables.

Faculty Response

We obtained 2,311 usable surveys from the 97 participating colleges, yielding a conservatively estimated response rate of 58.6% of the faculty who had been asked to participate (Table 6). From a different stance, a conservative estimate of a 61.2% return rate by academic field of the faculty respondents is given in Table 7. Roughly, the variation of faculty response by type of course ranges from a low of 51.0% in English composition (where many instructors are part-time faculty members) to a high of 84.8% in nursing.

Table 4

Institutional Participation

	DECISION				
	Yes		No or no answer[a]		Total invited[b]
CARNEGIE TYPE	*N*	%	*N*	%	*N*
Doctoral I	1	20.0%	4	80.0%	5
Doctoral II	4	80.0%	1	20.0%	5
Comprehensive I	18	40.9%	26	59.1%	44
Comprehensive II	11	57.9%	8	42.1%	19
Liberal arts I	5	33.3%	10	66.6%	15
Liberal arts II	20	50.0%	20	50.0%	40
2-year colleges	38	29.2%	92	70.8%	130
Total	97	37.6%	161	62.4%	258

[a] The category "no" or " no answer" includes eight institutions that agreed to participate and received surveys but then did not distribute them to faculty members.

[b] The total of 258 institutions does not include nine colleges that were invited but then determined inappropriate for the study. After collapsing the two types of doctoral institutions into one category to eliminate small cells, there was no significant difference in the overall rate of participation across categories: $X^2 = 10.82$, $df = 5$, $p = .06$. In part, this lack of significance is due to the wide variation in participation rates across all categories.

BEST COPY AVAILABLE

TABLE 5

Characteristics of Participating and Nonparticipating Institutions

	TOTAL		PARTICIPATING		NONPARTICIPATING		STATISTICAL COMPARISON		
	N	%	*N*	%	*N*	%			
CHARACTERISTIC	258	100.0	97	37.6	161	62.4	χ^2	*df*	*p*
Geographic region							11.77	8	0.16
New England	13	5.0	1		12				
Mid-Atlantic	39	15.1	18		21				
So. Atlantic	37	14.3	17		20				
East No. Central	41	15.9	14		27				
West No. Central	34	13.2	16		18				
East So. Central	11	4.3	4		7				
West So. Central	28	10.9	12		16				
Mountain	16	6.2	5		11				
Pacific	39	15.1	10		29				
Selectivity							3.01	4	0.56
Noncompetitive	121	46.9	43		78				
Less competitive	45	17.4	18		27				
Competitive	67	26.0	29		38				
Very competitive	18	7.0	6		12				
Highly or most competitive	7	2.7	1		6				
Religiosity							6.93	1	0.01
Religious connection	75	29.1	38	51	37	49			
No religious connection	183	70.9	59	32	124	68			
Control							0.41	1	0.52
Public	133	51.6	47	35	86	65			
Independent	125	48.4	50	40	75	60			
Living							0.78	1	0.38
Residential	91	35.3	38	42	53	58			
Commuter	167	64.7	59	35	108	65			
State coordination							1.57	1	0.21
Strong	103	39.9	44	43	59	57			
Weak	155	60.1	53	34	102	66			
Location							0.33	1	0.56
Urban	139	53.9	55	40		84	60		
Nonurban	119	46.1	42	35		77	65		
Enrollment							*T* = .14	256	0.89
Mean			3526		3605				
SD			3983		4844				

TABLE 6

Faculty Response Rates, by Institutional Type

INSTITUTIONAL TYPE	SURVEYS REQUESTED	RETURNED/ NOT USED OR REJECTED	ESTIMATED EXCESS REQUESTS	SURVEYS ANALYZED	ESTIMATED PERCENTAGE
Doctoral I	113	2	5	81	76.4
Doctoral II	272	7	20	125	51.0
Composition I	1202	33	120	642	61.2
Composition II	398	36	45	231	72.9
Liberal arts I	206	13	20	167	91.3
Liberal arts II	498	36	40	289	68.5
2-year	1849	68	150	776	47.6
Total	4538	195	400	2311	58.6

Note: Based on our best guess about excess surveys ordered by colleges that did not provide an accurate count of faculty members, a more generous estimate is 62%. Conservative estimates by types of institution, based only on the numbers of surveys sent and returned, were tallied and showed an estimated range in response from a low of 47.6% for two-year college faculty to a high of 91.3% for faculty in Liberal Arts I colleges that had agreed to participate.

TABLE 7

Faculty Response Rates, by Academic Field

ACADEMIC FIELD	SURVEYS REQUESTED	SURVEYS ANALYZED	ESTIMATED PERCENTAGE RETURNED
Biology	301	215	71.4
Business	177	91	51.4
Composition	814	415	51.0
Educational psychology	70	48	68.6
Fine arts	339	205	60.5
History	410	263	64.1
Language	248	172	69.4
Literature	333	210	63.1
Mathematics	506	304	60.0
Nursing	79	67	84.8
Psychology	287	180	62.7
Sociology	212	141	66.5
Overall	3776	2311	61.2

Note: The number of surveys requested by discipline is 762 less than the actual number because some institutions did not supply the breakdown requested. There is no basis to estimate the distribution of surveys returned or ordered in excess across academic fields; therefore these estimates of percentage returned are somewhat high.

Summary of Response Rates, by Discipline and Institutional Type

Table 8 summarizes the usable numbers of faculty survey responses by academic field and institutional type. Due to known variations in program offerings among institutions, we did not expect the cells in this matrix to contain equal numbers of respondents. For example, most responding Liberal Arts I colleges lacked programs in nursing and business, effectively eliminating responses in these cells for this type of college. Also because of programmatic variations, we expected the population of faculty teaching introductory courses at non-research institutions to differ from the population of faculty in U.S. colleges and universities generally. To illustrate, we expected the teachers of introductory courses to include a higher proportion of women than found among faculty generally and we expected them to report lower academic ranks and degrees. Based on fulfillment of these expectations and on comparison with government statistical reports and estimates from several sources, we believe that the distribution of responses accurately represents the types of colleges and academic fields of faculty teaching the selected introductory courses.

Other Analyses of Response Bias

Because institutional willingness to participate in the survey was less than anticipated, we made two attempts to identify any institutional response bias. First, when we were told by phone that the institution was unwilling to participate, we asked the office of the academic vice president about the reasons. Second, we conducted a brief bias survey aimed at determining whether participating and non-participating institutions differed in the locus of authority to decide about participating in studies. We sent a one-page questionnaire to non-participating (N = 53) and "continually undecided" institutions (*N* = 91) asking about the process of decision making that led to their decline or failure to give us a definite answer at all.

Despite its brevity, the bias survey received an overall low response rate of 26%. Of this small group, a higher rate of response came from those colleges who had indicated a clear decision not to participate (*N* = 23; 43%) than from those who had simply let the request go unanswered (*N* = 15; 16%). The response rate for the bias survey did not differ by institutional type.

Of those who responded to the bias study, over half of the chief academic officers (55%) consulted with others on campus before deciding not to participate. Of these, 25% consulted with the president of the college, 35% consulted with other administrators, 24% consulted with a faculty committee, and 53% consulted with faculty leaders. Of the 55% who consulted with others, 43% simply forwarded the survey to someone else. In half of these cases, the institutional researcher received the request.

The respondents to the bias survey found the project of interest (91%), felt it would be useful to their institution (70%), and believed it would be useful to higher education (96%). On no campus did policy prohibit participation in such a survey. Nevertheless, there were many reasons institutions did not participate. Among the most important, 44% of the colleges were currently involved in time-consuming self-studies and 82% felt that faculty would begrudge time needed for this survey. In all, 63% cited time constraints in some form as the determining factor. (A copy of the bias survey and the accompanying letter are provided in Appendix D.)

In succeeding sections, we base our discussion of results on 2,311 faculty responses from 97 institutions who appear to be an unbiased sample of faculty members teaching these twelve types of introductory courses.

TABLE 8

Faculty Respondents, by Academic Field and Institutional Type

	INSTITUTIONAL TYPE						
ACADEMIC FIELD	Total	Doc I & II	Comp I	Comp II	LA I	LA II	2-year
Composition							
N	415	18	121	39	27	55	155
%	18.0	8.7	18.8	16.9	16.2	19.0	20.0
Literature							
N	210	31	66	24	19	24	46
%	8.7	15.0	10.3	10.4	11.4	8.3	5.9
History							
N	263	40	68	21	25	30	79
%	11.4	19.4	10.6	9.0	15.0	10.4	10.2
Sociology							
N	141	10	33	17	4	17	60
%	6.1	4.9	5.1	7.4	2.3	5.9	7.7
Psychology							
N	180	5	51	19	18	20	67
%	7.8	2.4	7.9	8.2	10.8	6.9	8.6
Biology							
N	215	23	63	19	14	31	65
%	9.3	11.2	9.8	8.2	8.4	10.7	8.4
Mathematics							
N	304	28	75	23	24	34	120
%	13.2	13.6	11.7	10.0	14.4	11.8	15.5
Fine arts							
N	205	13	68	28	9	24	63
%	8.9	6.3	10.6	12.1	5.4	8.3	8.1
Romance language							
N	172	32	41	18	22	21	38
%	7.4	15.5	6.4	7.8	13.2	7.3	4.9
Educational psychology							
N	48	4	15	10	4	11	4
%	2.1	2.0	2.3	4.3	2.4	3.8	0.0
Nursing							
N	67	2	19	5	1	8	32
%	2.9	1.0	3.0	2.2	0.0	2.8	4.1
Business administration							
N	91	0	22	8	0	14	47
%	3.9	0.0	3.4	3.5	0.0	4.8	6.1
Total	2311	206	642	231	167	289	776
Percentage by field	99.7	100.0	99.9	100.0	99.5	100.0	99.5
Percentage by type	100.0	8.9	27.8	10.0	7.2	12.5	33.6
Subtotal	2105	200	586	208	162	256	693
Disciplines	91.1	97.1	91.3	90.0	97.0	88.6	89.3
Subtotal	206	6	56	23	5	33	83
Preprofessional	8.9	3.0	8.7	10.0	3.0	11.4	10.7

Survey Instrument

The survey instrument used in this study was based on exploratory interviews conducted in 1986-87 with 89 faculty members. The survey instrument, *Course Planning Exploration* (CPE), was developed primarily by converting useful questions from the *Reflections* interviews into survey form. These conversions enabled us to obtain direct responses rather than those interpreted by interviewers and transcript coders. Additionally, more precise data were gathered by asking faculty to respond on five-point Likert-type scales instead of by ranking items. Finally, based on responses from *Reflections*, many questions were revised, elaborated, or discarded, and some substantively new questions were framed.

In the following chapters we discuss both the evolution of the survey and its results. In the section titled "Courses Included in This Survey," we describe responding faculty members and the introductory courses they kept in mind as they answered our survey. Chapters 2, 3, and 4 follow the order of elements in the tentative contextual filters model (Figure 1). That is, first (Chapter 2) we will discuss the survey questions aimed at determining the influence of disciplinary content considerations (including the related variables of faculty background and beliefs). Next, in Chapter 3, we discuss the questions dealing with contextual influences. Finally, in Chapter 4, we discuss questions probing course form and related issues, such as communication, monitoring, and feedback. For each topic, the discussion is divided into two major parts, the first of which describes the evolution of the survey, and the second the results. As we did in the section titled "Testing the Model," we will reproduce in the text relevant parts of the survey. Thus, in Figures 2 through 23 readers may readily see the form in which questions were asked. A complete copy of the CPE is provided in Appendix H.

In the discussion we have not detailed the theoretical reasons for including each survey question since these have been developed in previous reports (Stark & Lowther, 1986; Stark et al., 1988). Instead, in summarizing the evolution of the survey, we provide a very brief discussion of the rationale for the question, describe what we learned in *Reflections*, and give a brief account of the resulting changes, if any, of the question between *Reflections* and the CPE.

Each chapter focuses on describing the survey findings and provides summary data tables to highlight the data obtained from (a) all faculty members, (b) faculty teaching general academic courses and (c) faculty members teaching preprofessional courses. We provide separate data on responses from faculty teaching the nine introductory general education courses and those teaching the three introductory preprofessional courses for two reasons. First, we believe that the influences on course planning are often quite different in these two introductory instructional levels; lumping all together could produce a misleading picture or lead to erroneous interpretations. And, indeed, a cursory analysis indicates that to be the case. Second, the numbers of responses from faculty members teaching introductory preprofessional courses were small and not consistently available for all types of colleges; the types of courses included do not fully represent the population of preprofessional courses. Consequently, our conclusions for the preprofessional courses are more tentative than for the general education courses. Although the two types of data are reported separately, we have not included comparative statistics since our primary purpose was not to compare these two types of introductory courses.

In the text, we also provide descriptions of differences among academic fields and college types. For the reader who wishes to study further the information supporting these comparisons, detailed tables in Appendix E show comparisons by field and in Appendix F provide comparisons by college type for each field. The summary tables in the text refer the reader to the proper tables within Appendixes E and F.

To guide the reader, an additional word is in order about how we have presented the tabular survey data in the appendixes. The reader should refer to Appendix E to compare responses for faculty in the nine general education courses or the three preprofessional courses. These tables give response percentages to each survey question for faculty teaching in the various fields. The tables reporting a comparison of faculty in the general education courses are designated "GE;" those comparing faculty in the three preprofessional fields are designated "P." In these tables, chi-square tests are used to compare cell proportions statistically for the several types of introductory courses.

The reader should use Appendix F to compare response percentages from faculty teaching the same introductory course at different types of colleges. Because differences among institutional types were small when compared with differences among fields, we reported data for three broad groups: doctoral and comprehensive colleges, liberal arts colleges, and two-year colleges. By comparing faculty responses for each academic field separately we eliminated the effects of the varied mixes of disciplines that could obscure comparisons among types of colleges. No statistical comparisons are presented with these tables in Appendix F, and columns have been omitted where sample sizes were small. As in Appendix E, tables for the nine general education courses are designated "GE" and for the three preprofessional courses "P."

Occasionally, when pertinent to the discussion of results, we provide tables in the text that show statistical correlations among items in a question set or between question sets. Occasionally, too, we provide verbal descriptions of statistically derived factors that underlie the correlational structure of a set of items. Selection of a factor-analytic solution is a matter of judgment. We tried to select the most parsimonious sets of factors that help to develop an understanding of the variable sets and, at the same time, maximize the variance explained in each set. Although general interpretations are provided in the text, the details of these factor analyses are in Appendix G. Table 9 summarizes the form and location of survey data in this report.[1]

Courses Included in the Survey

Faculty reported teaching 53 different courses within the eligible twelve fields defined in Table 1. Table 10 lists the actual generic titles of courses that faculty members kept in mind as they responded to the questionnaire. To illustrate, within the general rubric of a general introductory history course, faculty at various institutions might have answered the survey about courses entitled Western Civilization, American History, World History, European History, or a similar history course. Course difficulty varied widely among the academic fields. For example, the range from developmental mathematics to calculus is very broad, while introductory Romance language courses tend to be similar in difficulty. The categories also represented varying degrees of similarity in conceptual orientation. For example, within the category of fine arts, courses in art, music, dance, and theater may be characterized by quite different orientations. In fact, even within a single category of courses in the arts, such as music, faculty members who identify with practice, theory, or history of the field may view the discipline quite differently. Thus, although we analyzed survey responses from faculty according to the twelve general types of courses, we recognize that variations within typical academic categories may, at times, cause us to overgeneralize.

---

[1] Although the tables of percentages in Appendixes E and F will sufficiently inform the general reader, additional, more detailed, tabular presentations of survey results and statistical comparisons are available from the authors.

TABLE 9

Key to Data Tables

IN TEXT:

1. *Summary and Highlight Tables.* Percentage responses for faculty teaching general education and preprofessional courses. No statistical comparisons.

2. *Correlation Tables.* Correlations of sets of conceptually related responses.

IN APPENDIXES:

1. *Appendix E.* Percentage responses to survey; chi-square tests of significance for academic field differences: "GE" for general education courses; "P" for preprofessional courses.

2. *Appendix F.* Illustrative percentage responses for each academic field at each of three types of colleges: comprehensive/doctoral; liberal arts; two-year. No tests of significance: "GE" for general education courses; "P" for preprofessional courses.

3. *Appendix G.* Details of factor analyses of item sets.

TABLE 10

Introductory Courses Taught by Respondents

English composition
Creative writing
Developmental English
Rhetoric

Survey of literature
American literature
British literature
World literature
Contemporary literature
Other literature

Western civilization
American history
World history
European history
Other history

Sociology
Other sociology

Psychology
Other psychology
Educational psychology
Child psychology
Learning disorders

Biology
Zoology
Botany
Anatomy and physiology
Ecology

Developmental mathematics
Fundamentals of mathematics
Algebra
Pre-calculus
Trigonometry
Calculus
Geometry
Statistics
Other mathematics

Art
Music
Dance
Theater
Fine arts

Italian
French
Spanish
Other language

Introduction to nursing
Other nursing

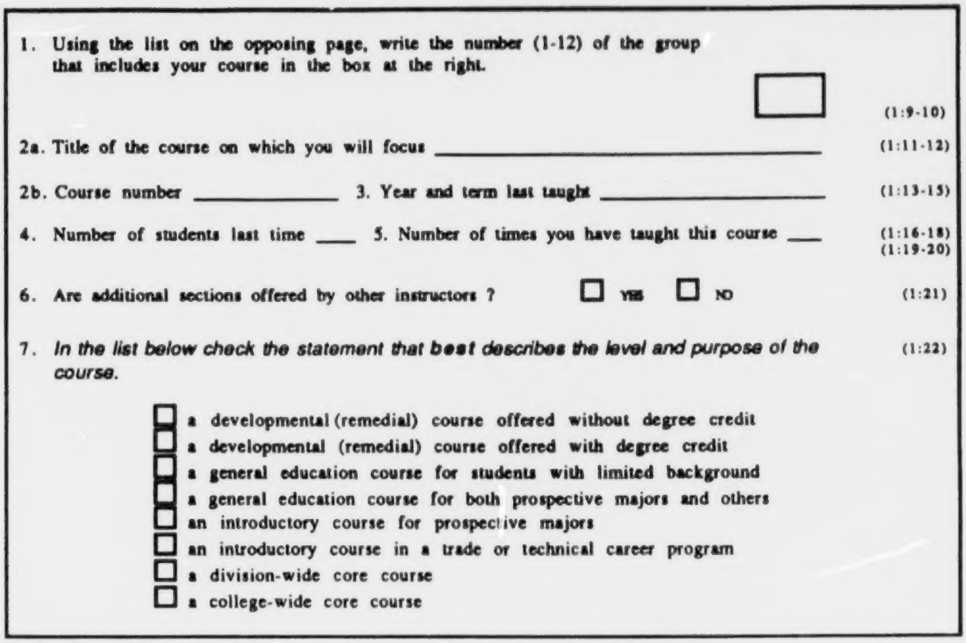
Business
Management
Accounting
Marketing
Career placement
Computer science
Other

In addition to stating the title of their course, each faculty member was offered several alternative descriptions and asked to select the one that best categorized the course level and purpose. The items were not mutually exclusive; for example, although an introductory course might fit both of these descriptions, faculty were forced to choose between "general education course for students with limited background" and "college-wide core course." The actual options used to describe the courses are shown in Figure 2. A summary of the responses is given in Table 11. More details about the course characteristics, displayed by academic field, are found in Appendix E, Table 1. Similarly, in Appendix F, Table 1, detailed information is displayed by college type for each academic field separately.

Faculty members (N = 2105) teaching in one of the nine general academic fields (Table 11 and Appendix E, Table 1-GE) said their course was: a general education course for both prospective majors and others (38.5%), an introductory general education course (for students with limited background) (17.5%), or a division or college-wide core course (31.8%). In total, nearly 90% of the faculty members classified their course according to one of these three descriptions. (Less than 5% of the general education faculty members classified the course as developmental or remedial, whether for credit or non-credit, and less than 10% classified it as an introductory course for majors, either in an academic field or in a trade or technical area.) Thus, most of the introductory courses targeted in the survey met the criteria of being general introductory courses. The primary exceptions were the courses that deliberately were chosen because they introduced a specific professional field. Of these courses (Table 11 and Appendix E, Table 1-P), 63.9% of the 206 faculty responding reported their course was for an academic major or a trade and technical major.

Although the criterion of introductory courses was achieved as intended for the nine general education fields, we noted substantial variation in the course purposes selected by faculty teaching in different fields (Appendix E, Table 1-GE). As would be expected, nearly all of the few developmental courses were offered in English composition or mathematics. More than other fields, responses from biology and fine arts instructors reflected a division into two sets of courses: introductory courses for students with limited background and combination courses for general students and majors. The greatest percentage of courses that instructors described as "college-wide core courses" were offered in composition (61.4%), followed by history (34.6%), literature (23.4%), Romance languages (23.0%), and fine arts (20.9%). Courses in these four fields tended to be described either as intended for all lower division students (both general education and prospective majors) or as core courses. In contrast, relatively few faculty (less than 12%) in sociology, biology, or psychology reported that their introductory courses were college-wide core courses. Of the preprofessional courses (Appendix E, Table 1-P), it appears that introductory courses in business and educational psychology enroll some non-major students who may be "sampling the major"; this is less common in nursing.

Within academic fields, the descriptions of course purpose and level did not differ much by college type (Appendix F, Tables 1-GE and 1-P). Some exceptions follow. In liberal arts colleges, literature courses more often were intended for prospective majors. In two-year colleges, biology courses were less frequently directed toward majors (and probably more often toward applied-health students) than in other types of colleges. Mathematics courses were less frequently intended for majors and more often remedial in both liberal arts colleges and two-year colleges. Romance language faculty in liberal arts colleges were more likely to indicate their courses were remedial than were language faculty in other colleges, possibly because some liberal arts colleges expect modest language proficiency at entrance.



1. Using the list on the opposing page, write the number (1-12) of the group that includes your course in the box at the right. ☐ (1:9-10)

2a. Title of the course on which you will focus ____________ (1:11-12)

2b. Course number ________ 3. Year and term last taught ____________ (1:13-15)

4. Number of students last time ___ 5. Number of times you have taught this course ___ (1:16-18) (1:19-20)

6. Are additional sections offered by other instructors ? ☐ YES ☐ NO (1:21)

7. *In the list below check the statement that best describes the level and purpose of the course.* (1:22)

☐ a developmental (remedial) course offered without degree credit
☐ a developmental (remedial) course offered with degree credit
☐ a general education course for students with limited background
☐ a general education course for both prospective majors and others
☐ an introductory course for prospective majors
☐ an introductory course in a trade or technical career program
☐ a division-wide core course
☐ a college-wide core course

Figure 2. Course information (CPE-I survey questions 1-8, page 1).

TABLE 11

Characteristics of Introductory Courses

CHARACTERISTIC	GENERAL EDUCATION (*n*=2105)	PRE-PROFESSIONAL (*n*=206)	ALL (*N*=2311)
	MEAN		
Class size			
M	47.5	44.2	47.2
SD	49.8	35.9	48.6
Number of times taught			
M	17.7	11.3	17.1
SD	20.1	15.0	20.0
	PERCENTAGE		
Other sections taught			
Yes	76.7	53.2	74.6
No	23.3	46.8	25.4
Course purpose			
Developmental–no credit	1.1	0.5	1.1
Developmental–with credit	2.6	1.0	2.5
General ed-introductory	17.5	1.0	16.0
General ed-prospective majors and others	38.5	12.7	36.2
Intro for major	7.3	46.3	10.8
Intro for trade or technical major	1.1	17.6	2.6
Division-wide core	4.0	17.1	5.2
College-wide core	27.8	3.9	25.7

Reference: Appendixes E and F, Tables 1-GE and 1-P

The responding faculty members had taught their courses an average of 17.7 times (Table 11). Literature, Romance language, mathematics, nursing, and business teachers reported having taught their courses slightly less often than other respondents (less than 14 times), possibly because these areas employ more part-time, sometimes temporary, faculty. Overall, for 74.6% of the courses, another section was offered by another instructor. Biology, Romance language, and fine arts courses were least likely to have additional sections (less than 65%) while nearly all composition courses did (97.8%) (Appendix E, Table 1).

Class size averaged 47.5 students, but sizes ranged from 30 or fewer students in Romance language courses and literature courses to 70 or more students in biology and psychology. Within a single discipline, class sizes were smaller in liberal arts colleges and two-year colleges than in comprehensive and doctoral universities. Psychology, where two-year colleges also had large classes (more than 80 students), and composition, where two-year colleges had slightly larger enrollments (more than 35 students), were exceptions (Appendix E, Tables 1-GE and 1-P).

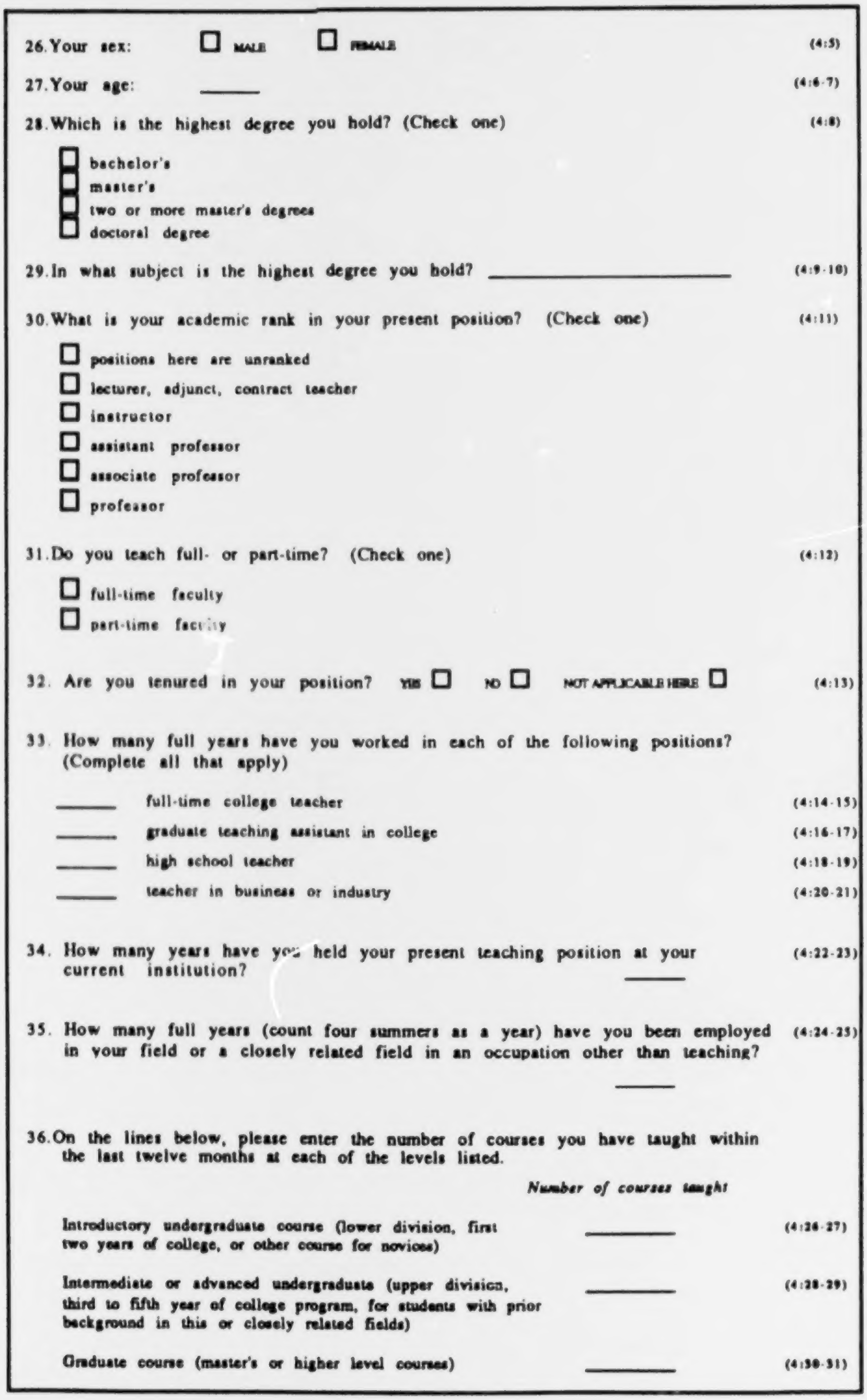
Respondent Characteristics

Faculty members teaching in the selected academic fields differed in their personal and professional backgrounds (Figure 3). Statistically significant differences were found across fields on every variable except the number of years the instructors had taught in business or industry; this reported time was less than one-half year for all academic field groups except business faculty (Table 12).

The differences among faculty in the various fields are undoubtedly associated with academic career patterns and job market factors characteristic of the disciplines and professions represented (Appendixes E and F, Tables 2-GE and 2-P). The profile of English composition instructors serves to illustrate such a pattern. Compared with all other faculty in our survey, composition instructors have taught the shortest time both as full-time college teachers and at their current college; but they have a longer tenure in high school teaching (exceeded only by mathematics instructors). Compared to others, composition instructors less often held a doctorate, were less often full professors, were less often tenured, and were more often part-time teachers. Composition instructors taught more introductory level courses and fewer upper level courses in a twelve-month period than any other group. Other familiar patterns can be determined: history, literature, and biology instructors, for example, tend to have longer tenure at their colleges; more than 60% of Romance language instructors are women.

Some of the faculty demographic data also differ in the different institutional types, even within fields (Appendix F, Table 2). In all academic fields, faculty from different institutional types differ in the level of teaching assignment they report. Due in large part to enrollment patterns, the size of faculties, and the type and variety of courses offered, faculty in two-year colleges teach the most lower division courses; faculty members in Liberal Arts I colleges and doctoral universities tend to teach a greater proportion of upper division courses.

For several fields (composition, history, sociology, psychology, fine arts, and Romance languages), faculty members at two-year colleges have the least full-time teaching experience. In fine arts, Romance languages, and composition, two-year college faculty members are more likely to have taught in high school. There are some differences in the length of time the instructors held graduate research assistantships (for example, in math, fine arts, language).



26. Your sex: ☐ MALE ☐ FEMALE (4:5)

27. Your age: ______ (4:6-7)

28. Which is the highest degree you hold? (Check one) (4:8)

☐ bachelor's
☐ master's
☐ two or more master's degrees
☐ doctoral degree

29. In what subject is the highest degree you hold? ____________________ (4:9-10)

30. What is your academic rank in your present position? (Check one) (4:11)

☐ positions here are unranked
☐ lecturer, adjunct, contract teacher
☐ instructor
☐ assistant professor
☐ associate professor
☐ professor

31. Do you teach full- or part-time? (Check one) (4:12)

☐ full-time faculty
☐ part-time faculty

32. Are you tenured in your position? YES ☐ NO ☐ NOT APPLICABLE HERE ☐ (4:13)

33. How many full years have you worked in each of the following positions? (Complete all that apply)

______ full-time college teacher (4:14-15)
______ graduate teaching assistant in college (4:16-17)
______ high school teacher (4:18-19)
______ teacher in business or industry (4:20-21)

34. How many years have you held your present teaching position at your current institution? ______ (4:22-23)

35. How many full years (count four summers as a year) have you been employed in your field or a closely related field in an occupation other than teaching? ______ (4:24-25)

36. On the lines below, please enter the number of courses you have taught within the last twelve months at each of the levels listed.

Number of courses taught

Introductory undergraduate course (lower division, first two years of college, or other course for novices) ______ (4:26-27)

Intermediate or advanced undergraduate (upper division, third to fifth year of college program, for students with prior background in this or closely related fields) ______ (4:28-29)

Graduate course (master's or higher level courses) ______ (4:30-31)

Figure 3. Respondent characteristics (CPE-I survey, questions 26-36, pages 21-22).

BEST COPY AVAILABLE

TABLE 12

Characteristics of Faculty Respondents

	MEAN		
CHARACTERISTIC	GENERAL EDUCATION (*n*=2105)	PRE-PROFESSIONAL (*n*=206)	ALL (*N*=2311)
Age			
M	46.3	46.3	46.3
SD	9.7	10.6	9.8
Years full-time college teaching			
M	12.4	9.5	12.1
SD	9.8	8.3	9.7
Years graduate assistant			
M	1.6	0.5	1.5
SD	2.0	1.0	1.9
Years high school teaching			
M	3.1	1.3	2.9
SD	5.8	3.0	5.7
Years teaching in business or industry			
M	0.2	1.4	0.3
SD	1.5	4.4	2.0
Years in present college			
M	11.4	8.1	11.1
SD	8.7	6.8	8.6
Years in other occupation			
M	8.0	13.3	8.4
SD	10.1	10.6	10.3
Intro courses taught per 12 months			
M	5.3	4.0	5.2
SD	4.9	3.9	4.9
Upper level courses taught per 12 months			
M	1.8	2.0	1.8
SD	2.1	2.8	2.2
Graduate courses taught per 12 months			
M	0.2	0.4	0.3
SD	0.8	1.2	0.8
		PERCENTAGE	
Sex			
Male	61.5	45.1	60.0
Female	38.5	54.9	40.0
Degree			
B.A.	2.5	7.8	3.0
M.A.	40.9	50.7	41.8
2 M.A.'s	7.9	10.2	8.1
Doctorate	48.7	31.2	47.1
Academic rank			
No rank	8.5	5.3	8.2
Lecturer	13.4	11.2	13.2
Instructor	16.0	24.8	16.8
Asst. professor	19.0	29.6	19.9
Assoc. professor	20.1	16.0	19.7
Professor	23.0	13.1	22.2
Employment			
Full-time	76.2	80.6	76.6
Part-time	23.8	19.4	23.4
Tenured			
Yes	49.6	41.7	48.9
No	32.7	38.2	33.2
NA	17.7	20.1	17.9

Reference: Appendixes E and F, Tables 2-GE and 2-P.

As intended, the survey study of course planning included a variety of faculty members teaching a range of introductory courses in a nationally representative sample of teaching (non-research) colleges and universities. Although the number of institutions participating in the study was less than anticipated, characteristics of the faculty respondents and the courses they teach provide a credible baseline for understanding how faculty plan introductory courses.

Having posited a model for the way faculty plan college courses and having developed a sampling approach to verifying that model, we will report on the results of that survey. Each of the next three chapters will focus on a segment of the model. The development and rationale for each group of questions in the Course Planning Exploration will be presented along with results. Chapter 2 focuses on content issues, Chapter 3 on context issues, and Chapter 4 on form issues.

Chapter 2. Content Considerations

In the contextual filters model, the influence of content is placed first, whether by virtue of chronology (faculty are trained in their discipline before they teach it; they must consider what the content of the course will be early in the planning process) or by virtue of importance (without content, there is no need to plan). Therefore, content influences will be considered first. Subsequent chapters will consider context and form.

Based on both previous theory and the *Reflections* study, we included three sets of possible influences under "content" in the tentative contextual filters model: discipline (academic field), faculty background, and faculty beliefs about education. Although the sets of variables are discussed separately, they are closely associated and perhaps their influence on course planning cannot be estimated separately.

Discipline Characteristics

Since discipline characteristics are extremely important in faculty course planning, we included a range of academic fields in our study. To understand discipline influence more fully, we have explored what faculty say about several dimensions of disciplines when describing their introductory courses. We inquired about their views on the place of disciplinary content, mode of inquiry, and vocabulary in the course, as well as the relationship of the discipline to other disciplines and the common interests of scholars in the field.

In the *Reflections* study, we asked faculty simply to tell us about their introductory courses and how they planned them. As they did so, we coded the discipline dimensions they mentioned, finding that aspects of course substance and the relationship of the course to other fields were mentioned much more often than vocabulary, mode of inquiry, or the group of scholars. We also asked instructors to characterize their disciplines by choosing the best three from among several brief descriptions. Through this question we learned that although most teachers of a discipline characterize their field similarly there is some variation within fields.

Some other questions about content used in the *Reflections* study produced relatively little information. Only a few faculty members responded readily when we asked if there was consensus about the preferred mode of inquiry in their field or about what should be taught in an introductory course. Even fewer were able to say what fields were conceptually similar to, or dissimilar from, their own. Finally, very few could share a definition of curricular coherence linking their field with others. The answers and terminology obtained were used in various items in the Course Planning Exploration (CPE) but the questions were not repeated in the same form.

In the CPE, we included questions designed to determine whether faculty members within and among disciplines viewed their fields in similar ways (Figure 4). Based on what we learned from the *Reflections* study, we added two additional characterizations of the discipline: (1) a set of skills to be mastered, and (2) a set of skills to be applied. In addition, having heard faculty say repeatedly, "But if I were describing an advanced course, I would answer differently," we asked for two responses to each characterization: (1) "your academic field as you characterize it"; and (2) "your academic field as you portray it in the introductory course."

14. *Please answer the following questions to indicate how well each phrase describes:*

a. the field that you teach:

b. your field as you portray it to students in the introductory course

	a. Describes my field					b. Describes my field as I portray it in this course					
	Poorly				Well	Poorly				Well	
A mode of inquiry	1	2	3	4	5	1	2	3	4	5	(1:52) (1:53)
An interrelated set of interests and values	1	2	3	4	5	1	2	3	4	5	(1:54) (1:55)
A set of skills to be mastered	1	2	3	4	5	1	2	3	4	5	(1:56) (1:57)
A set of skills to be applied	1	2	3	4	5	1	2	3	4	5	(1:58) (1:59)
A set of phenomena that people have tried to explain	1	2	3	4	5	1	2	3	4	5	(1:60) (1:61)
A group of individuals who share common interest in trying to understand the world	1	2	3	4	5	1	2	3	4	5	(1:62) (1:63)
An organized body of knowledge	1	2	3	4	5	1	2	3	4	5	(1:64) (1:65)
A set of interrelated concepts and operations	1	2	3	4	5	1	2	3	4	5	(1:66) (1:67)

Figure 4. Discipline characteristics (CPE-I survey, question 14, page 5).

Characterizing the Discipline

Faculty respondents were asked to indicate how well each of eight disciplinary descriptions characterized the field they teach and how well each description fit the way they portray the field in the introductory course. The descriptions were not intended to be mutually exclusive. A summary table of results is shown in Table 13. Six of the descriptions seemed appropriate to 60% or more of the total group of faculty responding. The two characterizations chosen least often by the total group of faculty were "a set of phenomena people have tried to explain" (47.2%) and "a group of individuals who share common interest in trying to understand the world" (47.7%).

The aggregated data in Table 13 mask substantial differences in how faculty teaching various introductory courses characterize their fields. Among faculty teaching in the nine general education fields, the three discipline characterizations most commonly chosen were: "a set of interrelated concepts and operations" (73.4%), "an organized body of knowledge" (70.7%), and "a mode of inquiry" (70.1%). Faculty teaching in the preprofessional fields were likely to select "a set of skills to be applied" (80.7%), "an interrelated set of interests and values" (77.1%), "a set of skills to be mastered"(70.0%); they were less likely to select "a mode of inquiry." These findings suggest that preprofessional faculty see their fields as less inquiry-oriented and more oriented toward skill mastery and application than general education faculty.

The choices of disciplinary descriptions made by faculty teaching in the nine general education fields differed significantly among disciplines as well. Differences among the three preprofessional fields were less pronounced than among the nine general education fields. More detail about faculty responses describing their academic field is shown in Table 14. Based on some obvious similarities among fields, the data from that table can be summarized in the following statements:

- More than 60% of all faculty, except those teaching Romance languages, educational psychology and business, felt that their field could be viewed as "a mode of inquiry."
- More than two-thirds of faculty in ten of the twelve fields felt that their discipline could be characterized as "an organized body of knowledge." The exceptions were composition and literature.
- Over 80% of composition, Romance language, mathematics, and nursing instructors described their fields as "a set of skills to be mastered and/or applied." Some of these same groups of faculty were unlikely to describe their fields as "a set of phenomena people have tried to explain" (composition, Romance language, mathematics) or as "a group of individuals who share a common interest in trying to understand the world" (composition, Romance language, mathematics, nursing).
- Faculty in humanities fields and preprofessional fields were more likely than others to describe their field as "an interrelated set of interests and values" (literature, history, fine arts, educational psychology, nursing, business).
- Faculty in biological and social sciences shared a common characterization of their fields as "a set of phenomena people have tried to explain" (sociology, psychology, biology) and, along with mathematics, educational psychology, nursing, and business as "a set of interrelated concepts and operations" (sociology, psychology, biology, mathematics, educational psychology, nursing, business).
- Faculty teaching literature, history, sociology, and psychology were more likely than others to see their field as "a group of individuals sharing a common interest in trying to understand the world."

TABLE 13

"Describes My Academic Field Well"

CHARACTERISTIC	GENERAL EDUCATION (*n*=2105) (%)	PRE-PROFESSIONAL (*n*=208) (%)	ALL (*N*=2311) (%)
A mode of inquiry	70.1	57.2	68.9
An interrelated set of interests and values	63.1	77.1	64.4
Skills to be mastered	63.2	70.0	63.8
Skills to be applied	67.7	80.7	68.8
Phenomena to explain	47.3	46.0	47.2
Individuals who share common interests	49.0	33.7	47.7
Organized body of knowledge	70.7	76.4	71.1
Interrelated concepts and operations	73.4	82.8	74.3

Reference: Appendixes E and F, Tables 3-GE and 3-P.

TABLE 14

How Faculty Members Characterize Their Discipline and Portray It in Introductory Courses—Summary

PERCENTAGE OF FACULTY MEMBERS REPORTING THAT:

(A) "This phrase describes the field that I teach."
(B) -"This phrase describes the way I portray my field to students in the introductory course."

		All faculty	Comp	Lit	Hist	Soc	Psych	Bio	Math	Fine arts	Lang	Ed psych	Nurs	Bus
A set of interrelated concepts and operations	(A)	74.3	67.9	54.8	62.8	81.5	74.3	89.9	92.7	66.2	71.2	91.5	87.7	74.8
	(B)	75.9	71.6	57.8	64.0	84.3	78.8	87.1	90.8	68.3	73.8	85.1	91.1	78.1
An organized body of knowledge	(A)	71.1	49.9	49.0	79.5	74.5	72.4	91.9	89.4	72.3	66.8	74.5	89.4	67.8
	(B)	71.6	47.5	50.2	78.2	78.5	78.3	92.9	85.8	75.9	67.6	78.7	92.6	67.1
A mode of inquiry	(A)	68.9	65.0	75.4	79.3	90.0	83.4	83.0	63.1	63.7	35.7	58.4	63.1	52.2
	(B)	67.0	70.6	75.0	73.1	92.1	78.1	69.5	54.1	62.8	35.4	70.2	63.7	62.2
An interrelated set of interests and values	(A)	64.4	60.2	78.6	75.8	69.1	64.8	57.9	39.6	78.9	54.4	74.5	82.8	74.5
	(B)	66.2	64.1	84.5	77.1	71.9	66.9	60.7	36.3	82.5	50.6	80.9	84.4	75.5
A set of skills to be mastered	(A)	63.8	84.4	44.0	45.1	48.9	39.2	50.5	81.2	55.7	93.0	67.4	95.5	52.8
	(B)	63.3	86.3	47.6	47.1	46.8	34.7	40.9	89.7	45.8	96.5	67.4	89.4	43.3
A set of skills to be applied	(A)	68.8	87.2	54.8	44.2	53.6	53.9	55.1	80.8	63.0	95.4	76.6	96.9	71.1
	(B)	68.7	91.6	59.2	44.4	55.7	49.5	45.0	85.5	52.0	98.8	83.0	92.3	71.7
A set of phenomena people have tried to explain	(A)	47.2	19.5	37.2	68.4	80.0	85.9	79.9	30.6	43.0	22.1	65.2	48.4	34.5
	(B)	46.9	18.9	38.8	65.0	84.3	87.0	77.1	25.7	46.0	21.9	73.9	44.7	41.6
A group of individuals sharing interest in trying to understand the world.	(A)	47.7	33.0	63.6	71.1	64.8	61.7	54.1	25.9	50.7	42.9	42.6	28.1	33.0
	(B)	47.0	34.8	66.5	66.9	58.0	60.3	51.7	19.2	51.8	42.6	55.3	35.4	40.9

Reference: Appendixes E and F, Tables 3-GE, 3-P, 4-GE, and 4-P.

The ways that faculty teaching the various introductory courses characterize their fields were not consistently associated with the types of institutions in which they teach. General education faculty teaching in different types of colleges had similar views if they were teaching in the fields of literature, history, sociology, psychology, and biology (Appendix F, Table 3-GE).

There were some differences by college type, however, among teachers of composition, mathematics, and fine arts. Based on the patterns observed, one possible explanation for these differences is that in the less selective institutions (community colleges and Liberal Arts II colleges), faculty more frequently emphasize skill mastery and application, whereas in the more selective institutions (Liberal Arts I) faculty give more attention to interrelating concepts.

Although data for preprofessional fields is included in Appendix F, Table 3-P, the lack of offerings of some programs in certain college types make comparisons risky. Thus, the correlations among faculty characterizations only for the general education disciplines are given in Table 15. The substantial correlations (above .30) indicate that there are three groups of descriptions having much in common: there is a strong relationship between teaching and applying skills; a substantial association among a mode of inquiry, a set of interrelated values, and a common interest in explaining phenomena; and a substantial association between a set of interrelated concepts and an organized body of knowledge.

A factor analysis of these discipline dimensions with varimax rotation identified the three underlying factors or groups of related faculty views of their academic fields. These factors, in order of their importance to the total group of faculty, are shown in Table 16.

Portraying the Discipline in an Introductory Course

In addition to selecting the characteristics best describing their field, faculty respondents were asked to indicate how well each description pertained to their field as they portray it to students in the introductory course (Figure 4). Table 14 has provided detail by discipline; the summary results for the two types of introductory courses are shown in Table 17.

In general, faculty indicated that they did, in fact, portray their own view of the field to students in the introductory course. Thus, the substantial differences in faculty perceptions of their discipline among fields are paralleled in the way they claim to teach introductory courses. Consequently, a few variations from this pattern, indicating that some faculty may teach their field to beginning students differently than they view it themselves, are worth mentioning.

- Overall, about the same percentage of faculty said they portrayed their field as a mode of inquiry in the introductory course as viewed the field as a mode of inquiry themselves. Biology and mathematics instructors, however, emphasized it less in their courses than did other faculty.
- While 80% of composition, Romance language, and mathematics instructors saw their fields as a set of skills to be mastered and or applied, more than 85% said they portrayed it that way in introductory courses.
- Faculty in the humanities strongly characterized their field as an interrelated set of interests and values; an even higher percentage said they were likely to portray it that way to students.

TABLE 15

Intercorrelation of Discipline Characterizations*

	CHARACTERIZATION						
DISCIPLINE CHARACTERIZATION	Mode of inquiry	Values	Skills mastered	Skills applied	Phenomena to explain	Common interest	Body of know
Interrelated interests and values	43						
Set of skills to be mastered	-08	03					
Set of skills to be applied	-04	06	77				
Set of phenomena to explain	37	25	-11	-10			
Group of individuals sharing common interest in understanding world	35	40	-07	-06	43		
Organized body of knowledge	12	06	12	04	25	20	
Set of interrelated concepts and operations	20	14	22	22	18	16	47

Notes: $N = 1983$, $df = 1981$, .correlations greater than .04 are significant at $p = .05$.
*Decimal points omitted.

TABLE 16

Underlying Views of Academic Fields

			STANDARDIZED FACTOR MEAN	
IMPORTANCE	Unstandardized Factor Mean	S.D.	Low Field	High Field
1 Organized body of knowledge, set of concepts (Factor 3)	3.33	0.92	0.52	4.65
2 Mode of inquiry, relate interests and values, phenomena to explain, group of individuals exploring common interests (Factor 1)	3.16	0.83	0.70	4.66
3 Set of skills to be mastred and applied (Factor 2)	2.99	0.77	0.26	4.28

Note: Factor 1 indicates the first factor to be derived, that is, the one that accounts for the greatest variation among respones.

Reference: For additional information about the statistical derivation of these factors, see Appendix G, Table 1)

TABLE 17

"Describes My Field as I Portray It in Introductory Courses"

CHARACTERISTIC	GENERAL EDUCATION (*n*=2105) (%)	PRE-PROFESSIONAL (*n*=206) (%)	ALL (*N*=2311) (%)
A mode of inquiry	67.3	64.5	67.0
An interrelated set of interests and values	64.9	79.6	66.2
Skills to be mastered	63.2	63.9	63.3
Skills to be applied	67.6	81.1	68.7
Phenomena to explain	46.6	50.0	46.9
Individuals who share common interests	47.4	42.5	47.0
Organized body of knowledge	71.0	78.0	71.6
Interrelated concepts and operations	75.0	83.9	75.9

Reference: Appendixes E and F, Tables 4-GE and 4-P.

- Faculty members who viewed their field as an organized body of knowledge (all fields except composition and literature), were likely to emphasize that view to introductory students. In contrast, faculty who characterized their field as a group of individuals sharing a common interest in trying to understand the world were slightly less likely to portray it to students that way.
- Compared with faculty teaching general education courses, faculty teaching preprofessional introductory courses seemed to emphasize the field as a set of skills to be applied and an interrelated set of interests and values. Perhaps the first effort to socialize students to the professions takes place in the beginning courses.

The patterns of association for the presentation of the field in the introductory courses paralleled that for the views of their field held by faculty members. The correlations are shown in Table 18 below.

As was true for their own views of the disciplines, there is no consistent pattern of association between the ways that faculty teaching the various introductory courses characterize their fields and the types of institutions in which they teach. These differences are largely the same as the differences that occurred when faculty characterized their fields (Appendix F, Table 4).

Discipline Influences on Course Planning

Faculty members' beliefs about their disciplines were ascertained by asking how strongly various aspects of the disciplines influence them as they plan courses. More specifically, too, we explored how strongly various aspects of the disciplines influence instructors as they choose content from their field to include in the introductory courses. As shown in Figures 5 and 6, questions about discipline dimensions, coherence, and interrelatedness of academic fields were incorporated into items on which instructors were asked to estimate the extent of influence of the factor in selecting course content.

The summary results for faculty teaching general education and introductory preprofessional courses are shown in Table 19. Although the two sets of questions were posed separately, as shown in Figures 5 and 6, we have presented the results in a single table because of their conceptual similarity.

For this discussion, we have considered faculty responses to the importance of disciplinary influences as two sets, based on the strength of influence reported by the total group of faculty in the study. The most important (or strongest) set of influences was influential for at least 65% of the total group of faculty respondents, whereas items in the set of lesser importance were influential for fewer than 53% of the faculty. On every item, however, the responses from faculty teaching in different academic fields differed significantly and substantially.

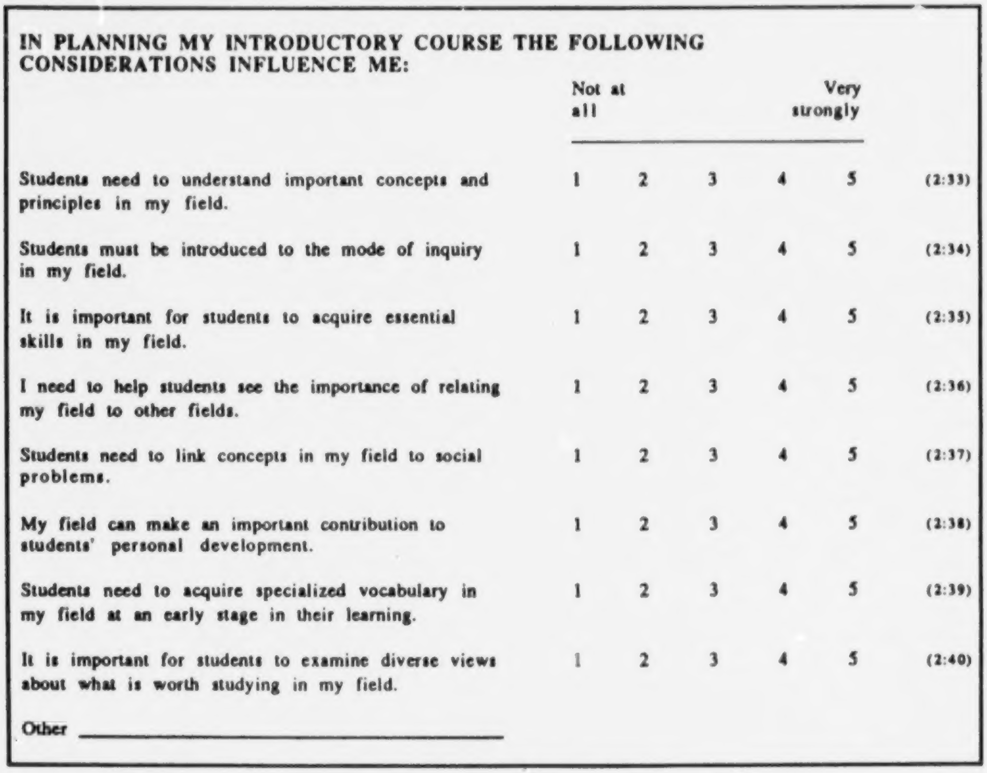
The influences reported to be strongest by the aggregated group of faculty were based on their desire to select concepts and principles in their field that they believe are fundamental (87.0%) and important for students to learn (87.7%). Many faculty members also reported strong influence from topics that would facilitate students' personal development (74.6%). A group of inquiry-related items were important; for example, faculty say they choose material to illustrate the mode of inquiry of the field (74.3%), provide an example of inquiry in the field (65.0%), or encourage students to investigate on their own (67.1%). Faculty also emphasize integration; they choose topics that relate their field to others (73.8%), integrate ideas (69.5%), and interrelate fundamental principles (67.6%). Finally, 70.9% of the respondents said that they select material that teaches essential skills.

TABLE 18

Intercorrelation of Discipline Characterizations as Portrayed In Introductory Course*

	CHARACTERIZATION						
DISCIPLINE CHARACTERIZATION	Mode of inquiry	Values	Skills mastered	Skills applied	Phenomena to explain	Common interest	Body of know
Interrelated interests and values	48						
Set of skills to be mastered	-03	-01					
Set of skills to be applied	04	03	78				
Set of phenomena to explain	36	30	-15	-14			
Group of individuals sharing common interest in understanding world	36	47	-03	43			
Organized body of knowledge	08	10	12	03	29	21	
Set of interrelated concepts and operations	21	16	22	23	20	14	44

Notes: $N = 1970$, $df = 1968$; correlations greater than .04 are significant at $p = .05$.
*Decimal points omitted.

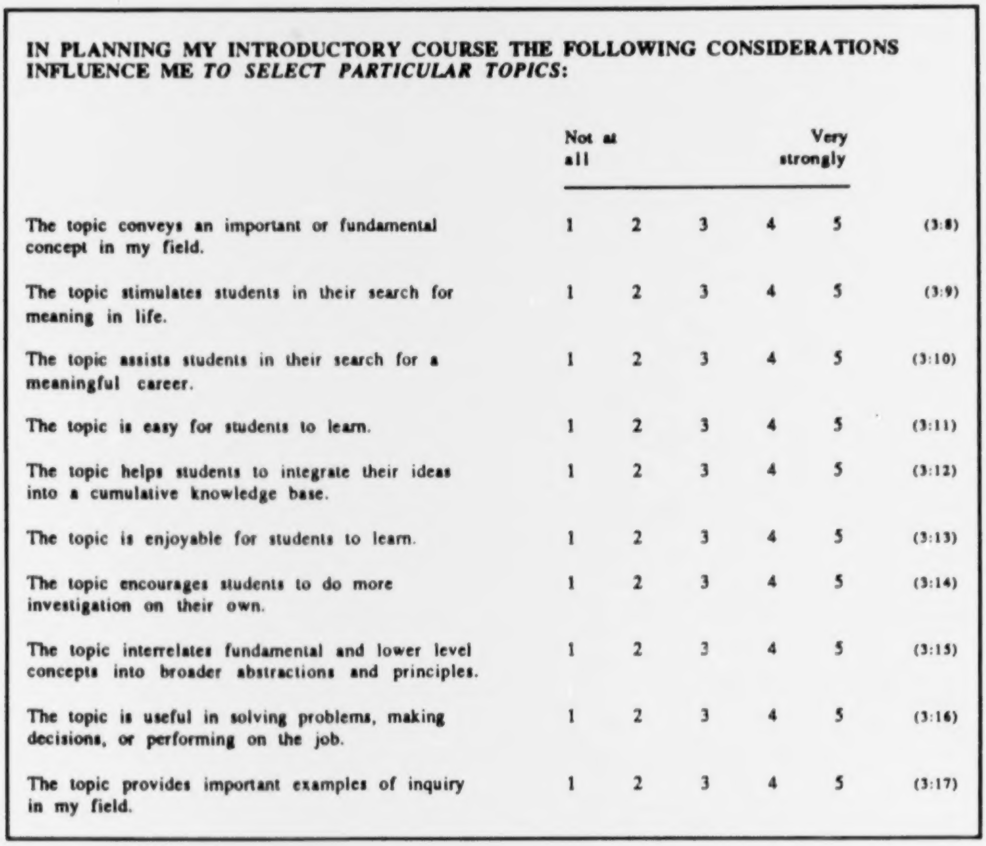


IN PLANNING MY INTRODUCTORY COURSE THE FOLLOWING CONSIDERATIONS INFLUENCE ME:

	Not at all				Very strongly	
Students need to understand important concepts and principles in my field.	1	2	3	4	5	(2:33)
Students must be introduced to the mode of inquiry in my field.	1	2	3	4	5	(2:34)
It is important for students to acquire essential skills in my field.	1	2	3	4	5	(2:35)
I need to help students see the importance of relating my field to other fields.	1	2	3	4	5	(2:36)
Students need to link concepts in my field to social problems.	1	2	3	4	5	(2:37)
My field can make an important contribution to students' personal development.	1	2	3	4	5	(2:38)
Students need to acquire specialized vocabulary in my field at an early stage in their learning.	1	2	3	4	5	(2:39)
It is important for students to examine diverse views about what is worth studying in my field.	1	2	3	4	5	(2:40)

Other ______________________________

Figure 5. Influences on content selection (CPE-I survey, question 17, page 10).



IN PLANNING MY INTRODUCTORY COURSE THE FOLLOWING CONSIDERATIONS INFLUENCE ME *TO SELECT PARTICULAR TOPICS*:

	Not at all				Very strongly	
The topic conveys an important or fundamental concept in my field.	1	2	3	4	5	(3:8)
The topic stimulates students in their search for meaning in life.	1	2	3	4	5	(3:9)
The topic assists students in their search for a meaningful career.	1	2	3	4	5	(3:10)
The topic is easy for students to learn.	1	2	3	4	5	(3:11)
The topic helps students to integrate their ideas into a cumulative knowledge base.	1	2	3	4	5	(3:12)
The topic is enjoyable for students to learn.	1	2	3	4	5	(3:13)
The topic encourages students to do more investigation on their own.	1	2	3	4	5	(3:14)
The topic interrelates fundamental and lower level concepts into broader abstractions and principles.	1	2	3	4	5	(3:15)
The topic is useful in solving problems, making decisions, or performing on the job.	1	2	3	4	5	(3:16)
The topic provides important examples of inquiry in my field.	1	2	3	4	5	(3:17)

Figure 6. Influences on topic selection (CPE-I survey, question 17, page 14).

TABLE 19

Influence of Content Characteristics in Course Planning ("Strongly Influential")

CHARACTERISTIC	GENERAL EDUCATION (n=2105) (%)	PRE-PROFESSIONAL (n=206) (%)	ALL (N=2311) (%)
Important concepts and principles	87.0	95.6	87.7
Mode of inquiry	74.6	71.5	74.3
Acquire essential skills	70.4	75.6	70.9
Relate field to other fields	74.6	65.9	73.8
Link concepts to social problems	47.4	63.9	48.9
Contribute to personal development	74.5	76.0	74.6
Acquire specialized vocabulary	48.1	72.1	50.2
Examine diverse views	44.4	55.2	45.4
Fundamental concept	86.4	92.2	87.0
Stimulates search for meaning	50.0	34.2	48.6
Assists in career search	23.8	70.1	27.9
Topic is easy	12.7	17.1	13.1
Helps integrate ideas	68.7	77.5	69.5
Topic is enjoyable	52.4	46.8	51.9
Topic encourages investigation	67.0	68.3	67.1
Topic interrelates fundamental principles	67.5	67.3	67.6
Topic useful in solving problems on job	50.4	83.4	53.3
Topic is important example of inquiry in field	64.8	68.2	65.0

Reference: Appendixes E and F, Tables 5-GE, 5-P, 6-GE, and 6-P.

Less important to faculty members when selecting material for courses are choosing material that would be useful in solving problems in life or career or society (48.9%), examining diverse views (45.4%), and making learning enjoyable (51.9%) or easy (13.1%) for students.

Somewhat different emphases distinguished the small group of preprofessional faculty in our study from the general education faculty. In addition to rating items concerned with vocabulary acquisition, essential skills, career development, and useful problem-solving as more important, preprofessional faculty rated many other items (for example, learning fundamental concepts of the field) as slightly more influential than did general education faculty. Exceptions were conveying the mode of inquiry, stimulating search for meaning, and relating one's field to other fields.

Based on the most important content influences (that is, those dealing with conveying concepts, promoting inquiry, encouraging interrelation of ideas, and teaching essential skills), groupings of academic fields also emerged. For example, selecting important concepts and principles was less important for faculty members teaching Romance languages (70.9%), composition (78.8%), and business (71.4%) than for others. Instructors of mathematics (47.2%) and biology (54.7%) reported less concern with selecting material to foster students' personal development needs. Compared to other fields, fewer instructors in fine arts (63.5%) and Romance languages (45.8%) were concerned with illustrating the mode of inquiry for students.

As would be expected, skill acquisition was most important to instructors in composition (94.9%), Romance languages (97.7%), and nursing (90.9%) but least important to those in fine arts appreciation (36.8%), psychology (41.1%), sociology (48.2%), and biology (48.8%). More than two-thirds of all faculty respondents considered interrelating and integrating ideas important, as well as investigating ideas further on one's own. Encouraging further investigation on one's own was considered least influential as a reason for choosing course content, however, by faculty members in mathematics (44.4%) and Romance languages (52.9%).

Moving to the group of influences that were less important to faculty generally, some items were rated very differently by faculty in different fields. For example, choosing material students would find enjoyable was influential to 66.7% of the sociology faculty but only 26.8% of the mathematics faculty. In contrast, 87.2% of the mathematics faculty believed that teaching students information useful for problem-solving on the job influenced them, but fewer faculty teaching literature (25.0%), history (27.9%), and fine arts (28.1%) reported this as a strong influence. Similarly, few mathematics instructors chose material that helped students search for meaning (10.8%), linked class content to social problems (12.7%), or examined diverse viewpoints (12.7%). In contrast, 80.7% of literature professors were influenced by content that helps students search for meaning; and both sociology (87.9%) and psychology (74.4%) instructors wanted to link their courses to social problems and examine diverse viewpoints (70.7% and 65.9%, respectively).

Although only about one-fourth of faculty members in the study believed they would choose content to "assist students in their search for an appropriate career," the range extended from 9.2% for history to 77.1% for educational psychology, a course students often take to explore a teaching career. "Selecting content students find easy to learn" was by far the least essential reason to choose course material. It was viewed as influential most often by Romance language instructors (26.9%).

We found that the influences on course content are essentially the same (p > .05) for instructors in each field, regardless of institutional type. The similarity is so striking that it may be summarized by the statement: "An instructor in discipline A (or B, or C) chooses course content on the same basis wherever she may be." Tables 5 and 6 in Appendix F summarize percentage responses by faculty members teaching in different fields at three broadly defined types of institutions. No statistics are included with these tables, but statistical analysis of differences for each field were based on six institutional types.

Tables 20, 21, and 22 show the intercorrelations among the items concerned with the influence of course content. In Table 22 at least two groups of associated items are apparent: (1) choosing content to represent a mode of inquiry or to present great ideas of humanity are both consistent with conveying important concepts of a field; (2) being concerned with students' personal development and helping students to seek meaning are associated with trying to present diverse views and link subject matter with social problems.

The two sets of survey items concerned with the influence of discipline and reasons for choosing course content were factor analyzed as separate sets and together. The results are described briefly below, but the statistical details are given in Appendix G, Tables 2 through 4.

Three dimensions (in order of their derivation, not their importance to faculty) characterized disciplinary influences on course planning: (1) seeking interrelatedness; (2) teaching concepts and mode of inquiry; and (3) teaching essential skills (Appendix G, Table 2). Three dimensions also characterized the influences on choice of content: (1) material chosen to represent great ideas, mode of inquiry, and the interrelation and integration of these aspects of a discipline; (2) material chosen to promote understanding of life's meaning, student enjoyment, and students' tendency to continue investigation on their own; (3) material chosen to assist in the search for a meaningful career and the development of useful problem-solving abilities (Appendix G, Table 3).

When the two sets of items are factored together (Appendix G, Table 4), three factors are derived that interrelate discipline influence on course planning and selection of course material. In order of derivation (amount of variance accounted for), they include: (1) influences and content selection to maximize student personal development, enjoyment, life meaning, useful problem-solving, and independent investigation; (2) influences and content selection to transmit, integrate and interrelate great ideas, concepts, principles, and modes of inquiry; and (3) influences and content selection to insure development of essential, vocational, and useful problem-solving skills, as well as to assist in a career search.

It is clear that faculty from different fields planning their introductory courses are influenced differently by one or more of these composite views of the discipline and ways to select topics for coverage.

Faculty Background

Although numerous researchers have studied the relationships between socialization while in graduate school and faculty research productivity, we know of few parallel studies relating how faculty background and academic socialization affect course planning or teaching. In fact, there are conflicting opinions. Some say that college faculty teach as they were taught, but our respondents vigorously deny this view. Some say that college teachers give more attention to teaching as they grow older; others say they give less attention. Some believe that women faculty members are more devoted to teaching and more nurturing toward students than men. Others do not subscribe to this gender-

TABLE 20

Intercorrelations of Influences on Course Content*

INFLUENCES	Understand concepts	Mode of inquiry	Acquire skills	Relating field	Social problems	Student develop	Acquire vocab
Be introduced to the mode of inquiry in field	41						
Acquire essential skills in field	17	12					
See importance of relating field to other fields	21	25	22				
Link concepts in field to social problems	13	29	-10	38			
Makes important contribution to student development	35	18	07	33	45		
Acquire specialized vocabulary in field at early stage	27	10	18	11	05	01	
Examine diverse views about what is worth studying in field	14	34	-12	25	50	34	09

Notes: $N = 2067$, $df = 2065$; correlations greater than .04 are significant at $p = .05$.
*Decimal points omitted.

TABLE 21

Intercorrelations of Reasons for Selecting Course Content*

	REASON								
REASON	Concepts	Meaning	Career	Easy	Integrate	Enjoy	Invest	Relate	Job
Stimulates students in search for meaning	11								
Assists students in search for meaningful career	12	29							
Is easy for students to learn	-04	23	33						
Helps students integrate ideas into knowledge base	29	31	25	20					
Is enjoyable for students to learn	06	43	22	44	36				
Encourages students to investigate on their own	17	47	30	21	46	49			
Interrelates fundamental concepts into broader principles	34	19	22	03	46	15	41		
Useful in solving problems, making decisions, or on the job	18	07	49	14	28	08	25	29	
Provides important examples of inquiry in field	38	24	19	04	32	16	40	49	27

Notes: $N = 2030$, $df = 2028$; correlations greater than .04 are significant at $p = .05$.
*Decimal points omitted.

TABLE 22

Correlation of Content Influences and Reasons for Selecting Course Content[a]

INFLUENCES	REASONS									
	Great ideas	Life meaning	Career search	Easy topic	Integrate ideas	Enjoy	Investigate on own	Interrelates concepts	Problem solving	Inquiry example
Understand important concepts and principles in field	43	01	14	-05	19	-01	10	32	19	28
Be introduced to the mode of inquiry in field	23	24	16	02	26	07	31	30	16	49
Acquire essential skills in field	-01	-06	25	08	05	-03	04	09	32	03
See importance of relating field to other fields	15	28	29	08	31	19	32	30	24	22
Link concepts in field to social problems	13	53	21	11	28	30	33	16	05	28
Makes important contribution to student development	05	52	20	16	27	33	36	17	15	20
Acquire specialized vocabulary in field at early stage	17	-07	024	07	06	05	01	14	17	09
Examine diverse views about what is worth studying in field	14	46	16	12	25	26	36	20	-01	33

Notes: *N* = 2001, *df* = 1999; correlations greater than .04 are significant at $p = .05$.

[a] Decimal points omitted.

related view or else they believe it operates only in predominantly female fields. Previous work in teaching pre-college subjects or opportunities to teach introductory courses while a graduate student, as well as experience in business, industry, or other non-college settings may influence the way one plans a course. These experiences, however, may be tied to academic fields where faculty typically have such opportunities. In short, there is little solid information about how faculty background relates to course planning or teaching.

Our interview sample in the *Reflections* study was too small to draw any definite conclusions about the influence of faculty background on course planning, but many faculty stated that it was a strong influence. Exploring background in the *Reflections* interviews led us to believe that faculty members with doctorates (particularly recent ones) and those few faculty engaged actively in research, even at the teaching colleges predominant in our sample, were more likely than others to discuss current issues and modes of inquiry in their introductory courses. Those with degrees in education or with high school teaching experience may devote more planning time than others to consideration of teaching strategy and non-content issues, such as student characteristics and effort. We gained no sense that course planning differed with age, gender, or other types of experience.

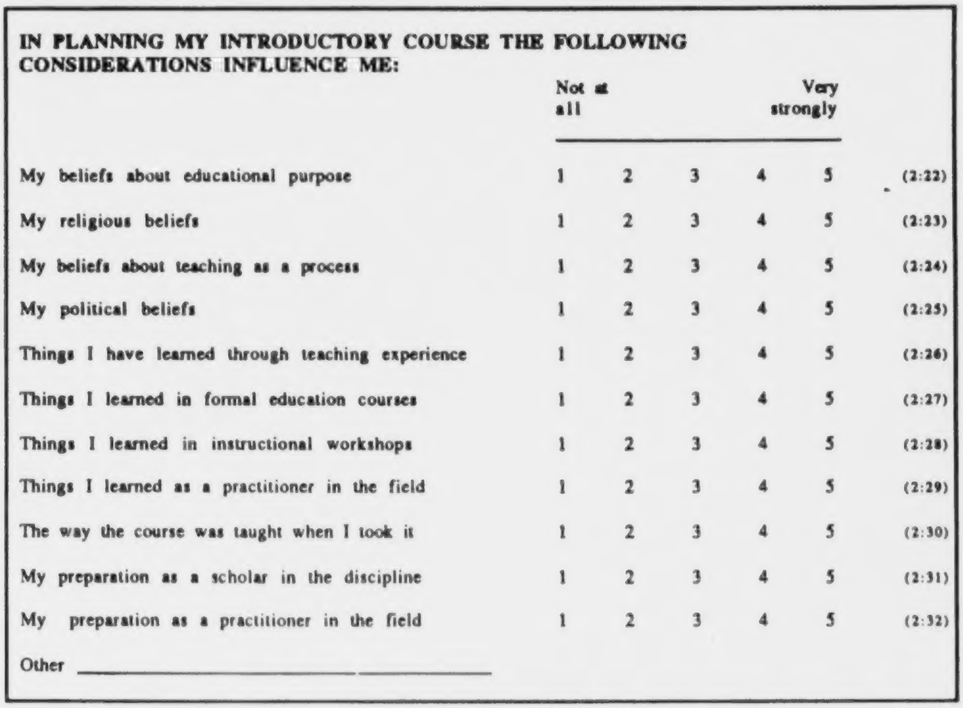
Most faculty members we interviewed did not see socialization into their discipline as readily separable from other perspectives they might bring to the course planning task. Math and science instructors were often the exceptions. They were more likely to see course plans as dictated primarily by discipline structure and less by who they are, how they were trained, and what their own experiences have been.

In the Course Planning Exploration (CPE), as in the *Reflections* study, we collected standard demographic data about faculty, their education, their status, and their previous teaching and non-teaching experience (Figure 3). In some ways we departed from standard demographic information usually collected. For example, to acquire more information about instructors in community colleges and small private colleges where doctorates are less common, we added an additional category for "two or more masters' degrees." When two masters had been acquired, we found, one of them frequently was in education, thus potentially influencing course planning activities. Since both research publication and attendance at instructional development workshops were reported infrequently in the Re*flections* study, we did not include questions about them in the CPE. We included instead questions about the number of more advanced courses faculty members teach, assuming that (at least in four-year colleges) this might enable us to identify those whose teaching assignments have variety and disciplinary challenge.

Demographic data for faculty respondents were summarized in Chapter 1. Here we focus on faculty *perceptions* of what influences them, rather than the relationship of demographic characteristics to reported course planning influences. We expect to do a more complete analysis of actual variations in the relationship of background characteristics and course planning variables.

Faculty Perceptions of Background Influences

We asked faculty which aspects of their background and beliefs they felt influenced them in course planning (Figure 7). The aggregate percentages, summarized in Table 23, varied on every item by academic field taught (Appendix E, Table 7). To illustrate these varied views, the influence items are discussed below in four groups, based on overall percentage response from strongest to modest to limited to weakest influence.



IN PLANNING MY INTRODUCTORY COURSE THE FOLLOWING CONSIDERATIONS INFLUENCE ME:

	Not at all				Very strongly	
My beliefs about educational purpose	1	2	3	4	5	(2:22)
My religious beliefs	1	2	3	4	5	(2:23)
My beliefs about teaching as a process	1	2	3	4	5	(2:24)
My political beliefs	1	2	3	4	5	(2:25)
Things I have learned through teaching experience	1	2	3	4	5	(2:26)
Things I learned in formal education courses	1	2	3	4	5	(2:27)
Things I learned in instructional workshops	1	2	3	4	5	(2:28)
Things I learned as a practitioner in the field	1	2	3	4	5	(2:29)
The way the course was taught when I took it	1	2	3	4	5	(2:30)
My preparation as a scholar in the discipline	1	2	3	4	5	(2:31)
My preparation as a practitioner in the field	1	2	3	4	5	(2:32)

Other ______________________

Figure 7. Background influences on planning (CPE-I survey, question 17, page 9).

TABLE 23

Influence of Faculty Background on Course Planning ("Strongly Influential")

INFLUENCE	GENERAL EDUCATION (n=2105) (%)	PRE-PROFESSIONAL (n=206) (%)	ALL (N=2311) (%)
My educational purpose	83.3	83.0	83.3
My religious beliefs	13.4	13.7	13.4
My beliefs about teaching	68.7	75.1	69.2
My political beliefs	6.1	5.9	6.1
Teaching experience	91.4	84.9	90.8
Formal education courses	30.6	64.4	33.7
Instructional workshops	31.3	53.2	33.2
Practitioner experience	79.3	91.7	80.5
Way I was taught	19.3	11.8	18.7
Scholarly preparation	70.0	67.8	69.8
Practitioner preparation	64.1	83.0	65.8

Note: It is not clear that all respondents interpreted "practitioner" the same way. While we assume that most meant practice in a field or profession apart from academe as we had intended, some may have included teaching practice.

Reference: Appendixes E and F, Tables 7-GE and 7-P.

The first group of items, reported as strongest influences on course planning, included personal beliefs about educational purpose, learning gained through teaching experience, and learning gained through experience as a practitioner in the field. These were named as strong influences by more than 80% of the faculty responding. These influences were similarly strong for both general education and preprofessional course faculty; where differences existed, the preprofessional faculty rated influence of practitioner experiences more strongly and the general education faculty rated teaching experience more strongly.

Beliefs about educational purpose were seen as least influential (when compared with their colleagues) by mathematics instructors (72.9%), biology instructors (74.4%), and business instructors (77.0%). Faculty who perceived practitioner experience as influential ranged from lows of 67.8% for mathematics and 68.3% for psychology to a high of 97.0% for nursing instructors.

In the second group, several items were judged modestly influential, that is, more than 65% of the responding faculty rated them important. They included beliefs about teaching (69.2%), preparation as a scholar (69.8%), and preparation as a practitioner (65.8%). Within this group, preparation as a scholar was least influential to composition (60.1%), Romance language (61.0%), mathematics (66.3%), and business (59.4%) instructors—many of whom did not hold doctorates. Fine arts (78.7%) and Romance language instructors (75.9%) were more like the professional fields in saying they were influenced by their "practitioner" preparation. Agreement that beliefs about teaching were influential ranged from 56.3% for biology to 85.5% for educational psychology instructors. Composition instructors also rated teaching beliefs as influential (76.3%), and we note that their professional associations have devoted considerable attention to teaching-and-learning issues in recent years.

The third group of background items reported to be of limited influence (less than 35%) related to formal teaching preparation. About one-third of the faculty believed that they are influenced by instructional workshops they have attended or formal education courses they have taken. Among the small number of general education instructors who reported influence, Romance language instructors (50.3%) were most likely to attribute influence to instructional workshops, and history instructors (17.2%) were least likely to do so. All the preprofessional fields gave more influence credit to formal education courses. Among the general education fields, psychology instructors (40.0%) reported the strongest influence from education courses and history instructors (22.8%) the least. Since we do not know the rate of participation in such courses and workshops, influences may be judged weak merely because of non-attendance.

Instructional workshops also were judged somewhat more influential by preprofessional faculty (53.2%), with nursing providing the strongest endorsement (68.2%) of all the fields. We note that nursing instructors often have advanced degrees in education or psychology and so might have a high rate of participation in pedagogical training.

The fourth group of influences, those judged weakest, included faculty religious beliefs (13.4%) and political beliefs (6.1%). The patterns were similar for the general education and preprofessional field faculty in that these influences seem to operate in special cases. For example, mathematics instructors were least likely to attribute influence to either of these beliefs, whereas history professors (13.0%) were more likely than their colleagues to indicate that their political beliefs were influential. Finally, among this least influential set of influences, less than 20% of the faculty members assigned influence to the way they had been taught.

Of all the background influences (listed in Table 23), only one varied by college type when academic field was held constant. Specifically, in history, biology, and literature, faculty in Liberal Arts II and Comprehensive II colleges were more likely than others to say their course planning was influenced by their religious beliefs. This result is probably explained by the fact that these types of colleges often are sponsored by religious denominations. Appendix F, Table 7 summarizes this information by academic field, but the differences are not clearly apparent there because of the aggregation into three college types.

Table 24 gives the intercorrelations among the items tapping the reported influence of faculty background. Judging from the correlations, faculty members who are influenced in course planning by religious beliefs are also likely to be influenced by their political beliefs. There is a relationship between having been influenced by courses in education and by instructional workshops. Finally, the influences resulting from views about educational purpose, process, and past teaching experience are associated, at least in faculty perceptions, with their planning.

In a factor analysis of the items in this set, four categories of influential beliefs were distinguished. In order of derivation they are: (1) beliefs about educational purposes and processes as well as knowledge gained from teaching experience; (2) preparation as a scholar or practitioner; (3) training in pedagogy (courses or workshops); and (4) religious and political beliefs. (For details see Appendix G, Table 5.)

Faculty Beliefs

For pre-college teachers, there is evidence that theories or belief systems guide actions, although they may operate unconsciously (Clark & Yinger, 1979). At the college level as well, Dressel and Marcus (1982) have identified associations between instructors' teaching practices and sets of beliefs. Despite these associations, it is unclear to what extent educational assumptions are fixed by prior background and socialization and to what extent they are modified by the teaching context.

To explore their educational beliefs, in the *Reflections* study faculty were asked to sort six cards containing paragraph descriptions of educational assumptions (also referred to here as beliefs and purposes) and to identify those most and least like their own. The descriptions were developed to represent conflicting conceptions of curriculum (based on the work of Eisner & Vallance, 1974) and a pragmatic constraint statement based on the findings of Seidman (1985). We found that endorsement of particular beliefs varied strongly with academic field, but many faculty members had difficulty deciding which of two important beliefs was closest to their own. Almost no one chose the pragmatic constraint statement as the description most like their own belief.

Based on the interviews, we judged that faculty educational beliefs are quite stable, mediated only modestly by context. In this study we retained, but tightened and clarified, the six statements of educational purpose. We added two statements contributed by faculty: to prepare directly for earning a living (reflecting comments from community college faculty), and to clarify one's values (reflecting comments by faculty in denominational colleges). The card sort was changed to a set of Likert-type scales, allowing faculty members to choose more than one belief as like their own. We also added a question asking that respondents select the single most important belief statement for them in their introductory course planning.

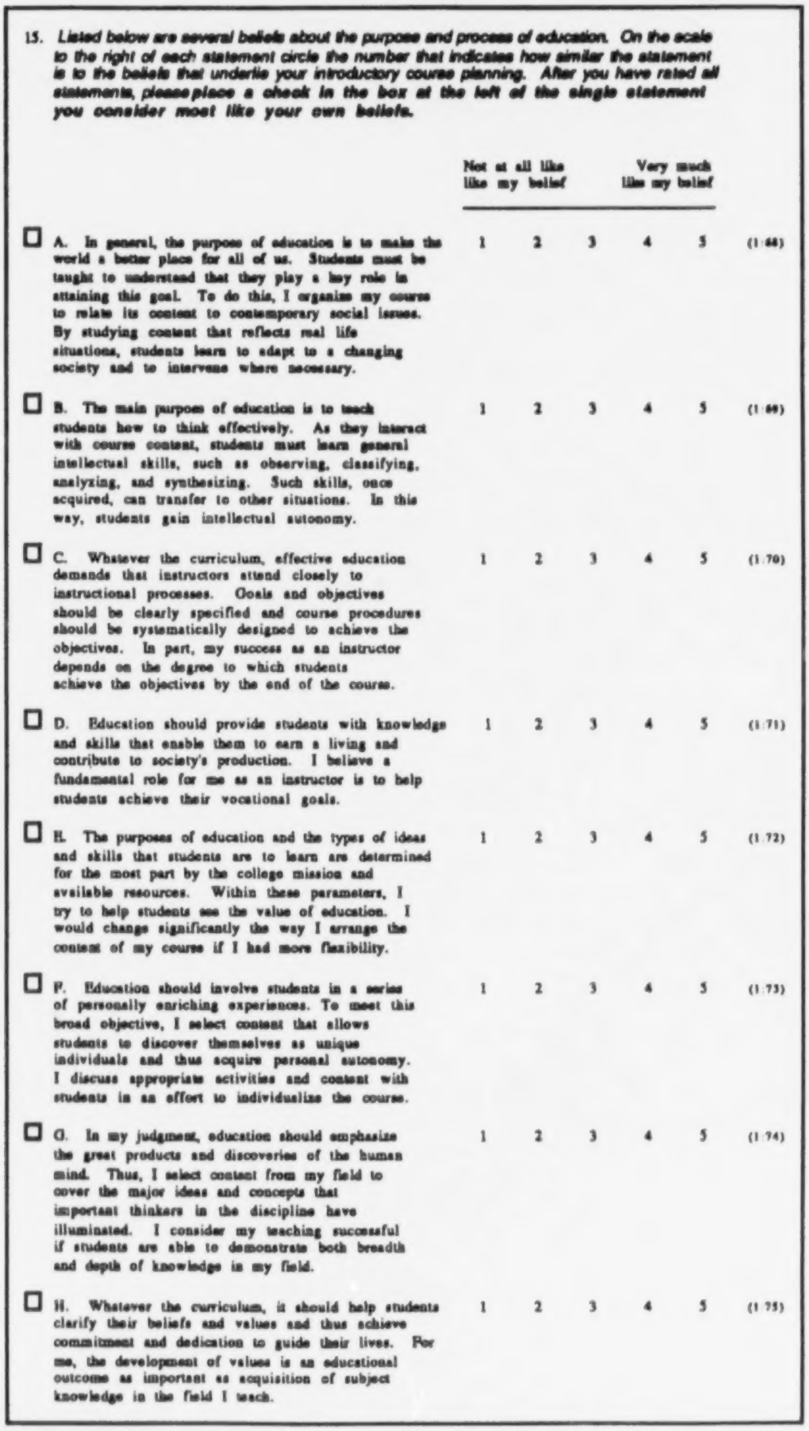
TABLE 24

Intercorrelations of Educational Beliefs and Background Influences on Course Planning[*]

	EDUCATIONAL BELIEFS AND BACKGROUND INFLUENCES									
EDUCATIONAL BELIEFS AND BACKGROUND INFLUENCES	Educational purpose	Religious	Teaching	Political	Experience	Formal	Workshop	Practitioner	Took	Scholar
My religious beliefs	15									
My beliefs about teaching as a process	47	17								
My political beliefs	16	44	14							
Things learned through teaching experience	30	01	38	05						
Things learned in formal education courses	10	11	16	59	12					
Things learned in instructional workshops	16	12	29	07	23	50				
Things learned as practitioner in field	22	04	22	01	27	15	27			
Way the course was taught when I took it	04	10	03	09	07	16	12	08		
My preparation as a scholar in the discipline	15	05	10	08	15	19	09	21	26	
My preparation as a practitioner in the field	19	10	21	05	19	22	25	63	10	43

Notes: $N = 2019$, $df = 2017$; correlations greater than .04 are significant at $p = .05$.

[*] Decimal points omitted.



15. ***Listed below are several beliefs about the purpose and process of education. On the scale to the right of each statement circle the number that indicates how similar the statement is to the beliefs that underlie your introductory course planning. After you have rated all statements, please place a check in the box at the left of the single statement you consider most like your own beliefs.***

	Not at all like like my belief				Very much like my belief	
☐ A. In general, the purpose of education is to make the world a better place for all of us. Students must be taught to understand that they play a key role in attaining this goal. To do this, I organize my course to relate its content to contemporary social issues. By studying content that reflects real life situations, students learn to adapt to a changing society and to intervene where necessary.	1	2	3	4	5	(1:68)
☐ B. The main purpose of education is to teach students how to think effectively. As they interact with course content, students must learn general intellectual skills, such as observing, classifying, analyzing, and synthesizing. Such skills, once acquired, can transfer to other situations. In this way, students gain intellectual autonomy.	1	2	3	4	5	(1:69)
☐ C. Whatever the curriculum, effective education demands that instructors attend closely to instructional processes. Goals and objectives should be clearly specified and course procedures should be systematically designed to achieve the objectives. In part, my success as an instructor depends on the degree to which students achieve the objectives by the end of the course.	1	2	3	4	5	(1:70)
☐ D. Education should provide students with knowledge and skills that enable them to earn a living and contribute to society's production. I believe a fundamental role for me as an instructor is to help students achieve their vocational goals.	1	2	3	4	5	(1:71)
☐ E. The purposes of education and the types of ideas and skills that students are to learn are determined for the most part by the college mission and available resources. Within these parameters, I try to help students see the value of education. I would change significantly the way I arrange the content of my course if I had more flexibility.	1	2	3	4	5	(1:72)
☐ F. Education should involve students in a series of personally enriching experiences. To meet this broad objective, I select content that allows students to discover themselves as unique individuals and thus acquire personal autonomy. I discuss appropriate activities and content with students in an effort to individualize the course.	1	2	3	4	5	(1:73)
☐ G. In my judgment, education should emphasize the great products and discoveries of the human mind. Thus, I select content from my field to cover the major ideas and concepts that important thinkers in the discipline have illuminated. I consider my teaching successful if students are able to demonstrate both breadth and depth of knowledge in my field.	1	2	3	4	5	(1:74)
☐ H. Whatever the curriculum, it should help students clarify their beliefs and values and thus achieve commitment and dedication to guide their lives. For me, the development of values is an educational outcome as important as acquisition of subject knowledge in the field I teach.	1	2	3	4	5	(1:75)

Figure 8. Educational beliefs (CPE-I survey question 15, pages 6-7).

Faculty Ratings of Educational Beliefs

The results of faculty ratings of various beliefs about education as congruent with their own are shown in Table 25.

About 90% of all faculty in all fields strongly endorsed the belief that the purpose of education is to teach effective thinking. For general education faculty, first-ranked effective thinking was followed in order by four beliefs thought important by about equal percentages of the group, (1) clarifying values and making commitments (60.0%), (2) pursuing systematic instructional goals (56.5%), (3) social change to make the world a better place (54.0%), and (4) learning the great ideas of humankind (50.2%). In contrast, only about 13% of the faculty in any field felt that their educational beliefs were constrained by factors beyond their control as they planned their courses.

There was more similarity among faculty beliefs in the three preprofessional fields we selected than among those in the nine general education fields. Not surprisingly, preprofessional faculty viewed the vocational purposes of education more positively (64.9%) than did general education faculty (26.5%). Concurrently, they placed less importance on learning great ideas humans have created. In these respects the faculty in education, nursing, and business more closely resembled their colleagues in science and mathematics than they resembled those in the humanities. The particular set of beliefs espoused for the purpose of education clearly would depend on the preprofessional fields selected for study.

Except for unanimity on the importance of effective thinking, and on the unimportance of constraints, the strength of endorsement for each statement of educational belief varied greatly among the nine general education fields. The following comparisons were statistically significant.

- "Clarifying values and developing commitment" was an educational purpose endorsed by more than 50% of faculty in all general education fields except mathematics (34.4%).
- "Systematic instruction" was endorsed most strongly by faculty members teaching Romance languages (75.9%) and by over 50% of the faculty in all other fields except literature (43.5%).
- "Learning to make the world a better place" was most strongly endorsed by faculty members teaching sociology (78.6%) and psychology (73.7%) and least often endorsed by faculty members teaching mathematics (22.6%).
- "Personal enrichment" was seen as an important educational purpose by more than 40% of faculty in composition, literature, sociology, psychology, and fine arts. In contrast, only 11.3% of mathematics teachers and 17.1% of biology teachers saw personal enrichment as an educational purpose congruent with their own introductory courses.

  Not surprisingly, vocational development was not an important educational purpose for faculty members teaching general education courses to lower division students. Among them, however, it was most important to mathematics teachers.

There was little variation in educational beliefs by type of college when the academic fields were considered separately (Appendix F, Table 8). No statistically significant differences were found across the six types of institutions on any educational belief for faculty teaching sociology, psychology, mathematics, or fine arts. Preprofessional faculty, as well, seemed to hold educational beliefs similar to their colleagues in the same field, regardless of where they teach. Faculty teaching biology and Romance languages in Liberal Arts II colleges placed a higher value on personal enrichment and value

TABLE 25

Beliefs About Education ("Much Like My Belief")

BELIEF	GENERAL EDUCATION (n=2105) (%)	PRE-PROFESSIONAL (n=206) (%)	ALL (N=2311) (%)
Social change	52.3	71.1	54.0
Effective thinking	90.3	87.7	90.2
Systematic instruction	55.2	69.8	56.5
Vocational development	26.5	64.9	29.9
Determined by mission and resource constraints	12.7	15.2	12.9
Personal enrichment	35.6	37.1	35.8
Learn great ideas of humanity	50.9	43.4	50.2
Clarify values and achieve commitment	59.3	67.2	60.0

Reference: Appendixes E and F, Tables 8-GE and 8-P.

clarification than faculty teaching in these fields at other types of colleges. Several differences in beliefs were noted among faculty teaching composition, literature, and history at different types of colleges, but no pattern to these differences was obvious.

Faculty Members' Preferred Educational Beliefs

After they rated each belief as like or unlike their own, we asked faculty respondents to choose the single belief that *most* resembled theirs. Consistent with their ratings, overall 57.7% of faculty members chose effective thinking as the educational belief or purpose most like their own. Each of the other descriptions of educational belief received a far smaller percentage of first choices (Table 26). In Table 27, comparison of the general education faculty responses on both the ratings of beliefs and the beliefs chosen as "most like my own" revealed striking differences.

The difficulty in obtaining an endorsement of a single statement as "most like my belief" clearly demonstrates that faculty hold multiple beliefs and goals for their course, and these may not readily be arranged in hierarchical order. As an example, nursing faculty members, who rated several beliefs as "much like their own," probably found it difficult and artificial to choose among descriptions of effective thinking, social change, vocational development, and systematic instruction, among others. Faced with the dilemma of choosing only one when answering the survey, a substantial number of faculty did not select one single belief.

The following findings were notable:

- The smallest percentage of faculty choosing effective thinking was in Romance languages (35.6%). In all other fields, more than 40% of the faculty selected this as their first choice.
- Literature instructors were the strongest proponents of values clarification and commitment (21.4%). Instructors in other fields ranged between 3.1% (mathematics) and 11.4% (fine arts).
- In relation to their colleagues, Romance language (21.3%), nursing (16.9%), and educational psychology (14.0%) instructors highly valued systematic instruction. Less than 10% of faculty in other fields selected this description as their first choice. (Note that these groups of faculty are most likely to have pursued formal courses in education where systematic instructional plans are often emphasized.)
- Faculty in sociology (31.1%), educational psychology (25.6%), and psychology (24.0%) frequently chose "making the world a better place" as a most important educational purpose. Faculty members in mathematics (4.9%) and, surprisingly, nursing (5.1%) were least likely to see this as like their belief.
- Literature (12.6%) and fine arts (13.0%) instructors most often chose the "transmission of the great ideas of humanity" as like their belief. Composition and Romance language teachers least often chose this belief (less than 3%).
- The largest percentage of instructors choosing personal enrichment as the belief most like theirs was in psychology (10.8%).
- Vocational purposes of education (less than 5.0%) and the belief that one's own beliefs were constrained by one's situation (less than 4.0%) were chosen by very few faculty in any general education field as their first choice. As stated earlier, the choice of vocational purposes was more common (10.3%) among the preprofessional faculty.

Faculty ratings of the educational beliefs on the five-point scales (see intercorrelations in Table 28) show that those concerned with development of values as an educational purpose are also somewhat likely to be concerned with students' personal and social

TABLE 26

Most Preferred Educational Belief

PREFERRED BELIEF	GENERAL EDUCATION (*n*=2105) (%)	PRE-PROFESSIONAL (*n*=206) (%)	ALL (*N*=2311) (%)
Effective thinking	58.6	49.2	57.7
Systematic instruction	6.5	10.8	6.9
Vocational development	2.2	10.3	2.9
Determined by mission and resource constraints	0.5	0.0	0.4
Personal enrichment	3.1	2.7	3.1
Learn great ideas of humanity	6.1	1.6	5.7
Clarify values and achieve commitment	9.2	9.2	9.2

References: Appendixes E and F, Tables 9-GE and 9-P.

Table 27

Preferred Educational Beliefs–Summary

PERCENTAGE OF FACULTY MEMBERS REPORTING THAT:

(A) "Of all statements given, this is the statement most like my own belief."
(B) "This statement is much like my belief."
(Rated 4 or 5 on 5-point scale)

		All faculty	Comp	Lit	Hist	Soc	Psych	Bio	Math	Fine arts	Lang	Ed psych	Nurs	Bus
Effective thinking Acquire general intellectual skills to use in many situations	(A)	57.7	66.2	48.4	61.6	48.4	48.5	68.9	74.0	50.3	35.6	41.9	55.9	48.2
	(B)	90.2	94.2	87.5	93.6	93.6	83.9	91.4	93.4	84.6	82.9	87.2	92.4	84.6
Social change To make the world a better place for all	(A)	14.0	8.5	12.6	16.1	31.1	24.0	15.5	4.9	8.1	21.3	25.6	5.1	19.3
	(B)	54.0	53.6	51.2	61.4	78.5	73.8	45.5	22.6	49.5	57.0	76.6	69.6	69.3
Values Help students clarify values and beliefs, develop dedication, commitment to guiding principles	(A)	9.2	9.8	21.4	8.0	10.7	4.8	5.7	3.1	11.4	11.3	9.3	6.8	10.8
	(B)	60.0	64.9	78.5	67.6	59.7	57.2	50.9	34.5	68.3	55.0	66.0	80.6	57.8
Systematic instruction regardless of specific curriculum	(A)	6.9	6.1	1.6	1.3	0.8	5.4	4.7	9.0	8.1	21.9	14.0	16.9	4.8
	(B)	56.5	55.6	43.5	50.0	52.5	53.9	50.5	62.1	54.0	75.9	74.5	82.1	58.3
Great Ideas Emphasize great products and discoveries of the human mind; great thinkers,concepts in field	(A)	5.7	2.7	12.6	9.4	6.6	4.8	4.7	4.2	13.0	0.6	4.7	1.7	0.0
	(B)	50.2	34.4	72.7	66.9	56.4	56.1	50.2	39.8	68.3	28.3	42.5	44.8	42.9
Personal enrichment Students discover themselves, develop personal autonomy	(A)	3.1	3.2	3.3	1.8	0.8	10.8	0.0	0.0	6.5	3.8	2.3	3.4	2.4
	(B)	35.8	50.9	48.3	25.7	43.2	43.9	17.1	11.3	51.3	31.2	36.0	41.8	34.1
Vocational Prepare to earn a living, contribute to society's production	(A)	2.9	2.9	0.0	1.8	1.6	0.6	0.5	4.9	2.7	2.5	2.3	10.2	14.5
	(B)	29.9	30.8	12.9	17.3	19.4	23.3	23.0	48.0	21.2	27.8	48.9	68.7	70.4
Constrained by college mission and resources–little flexibility for own views	(A)	0.4	0.5	0.0	0.0	0.0	1.2	0.0	0.0	0.0	3.1	0.0	0.0	0.0
	(B)	12.9	13.7	12.1	11.6	10.7	11.3	13.2	11.6	9.5	21.3	10.6	13.7	18.7

development. A similar modest relationship exists between believing in the importance of vocational education and believing in a systematic educational process. Since faculty in two of the preprofessional fields, educational psychology and nursing, are among the most likely of all those we surveyed to have had formal pedagogical training, it is possible this relationship is an artifact of differences in background. Such a relationship might not appear, for example, if we had chosen introductory courses in architecture and journalism.

Consistent with the correlations in Table 28, a factor analysis of the scaled responses (1 to 5) for these educational beliefs resulted in a weak solution with two potential factors: Factor 1: a belief that education has the purpose of social change, personal enrichment, and values clarification and commitment; and Factor 2: a belief that education should involve systematic instruction and be vocationally directed (Appendix G, Table 6). Since these associations were weak, however, it is probably more accurate to think of the eight belief descriptions as representing unique and distinct conceptions of educational purpose.

To explore the relationships between faculty beliefs about education and influences they rated as important when selecting topics for their course, we correlated the beliefs and content selection influences discussed earlier. The results, shown in Table 29, confirm the consistency between faculty ratings of the educational beliefs and their reports of how they apply these beliefs in course planning. To cite just a few examples, the importance of linking course concepts to social problems is correlated with a belief that education should help students promote social change (.56); a belief in personal enrichment is correlated with choosing content that fosters student development (.42); a belief in value clarification as an educational purpose is related to linking concepts to social problems (.37) and to making a contribution to student development (.43).

Table 30 shows the correlations of faculty self-reports about beliefs and background characteristics that influence them and their reports of reasons for choosing specific content. This table, too, shows expected patterns, although the relationships are less pronounced.

Summary

Our examination of the responses faculty gave to questions about their disciplines, their backgrounds, and their educational beliefs reinforced our earlier sense that these influences on course planning are difficult to separate. While including all of these aspects of a faculty member's thinking as "content" creates some confusion, we have retained this broad category in our model. In an attempt to create a more parsimonious set of influence factors based on the inclusive idea of content, we factored, as a single set, responses to the several sets of influence items concerned with faculty background, disciplinary influences, and selection of content. As in all factor analyses, a number of solutions could be chosen as the best interpretation. We chose a six-factor solution accounting for 40.5% of the variance. Based on the most characteristic items, the six content and background-related influence factors mentioned below seem to describe the relationships underlying the sets of responses to content and background questions (Appendix G, Table 7 for details). The factors are listed in order of their importance to the total faculty sample.

To complete our descriptive analysis, we briefly discuss correlations of these six content influence factors with faculty choices of discipline descriptions and with faculty ratings of the importance of various educational beliefs.

TABLE 28

Intercorrelation of Faculty Educational Beliefs[a]

	EDUCATIONAL BELIEF						
EDUCATIONAL BELIEF	Change	Think	System	Vocational	Pragmatic	Personal	Great Ideas
Effective thinking	17						
Systematic instruction	09	15					
Vocational preparation	12	10	38				
Pragmatic constraints	12	03	12	24			
Personal enrichment	38	11	08	17	22		
Learn great ideas	23	15	09	06	14	27	
Clarify values	42	14	12	12	16	44	35

Notes: $N = 2049$, $df = 2047$; correlations greater than .04 are significant at $p = .05$.
[a] Decimal points omitted.

TABLE 29

Correlation of Educational Beliefs with Reasons for Selecting Course Content*

	EDUCATIONAL BELIEFS							
REASONS FOR SELECTING CONTENT	Social change	Effective thinking	Systematic instruction	Vocational develop	Constraints	Personal enrichment	Learning great ideas	Clarify values
Understand important concepts and principles in field	05	19	14	13	02	-04	23	05
Be introduced to the mode of inquiry in field	16	28	05	02	08	17	29	18
Acquire essential skills in field	-01	16	23	27	09	07	-08	03
See importance of relating field to other fields	25	21	09	13	11	22	19	24
Link concepts in field to social problems	56	07	03	04	10	28	26	37
Field can make important contribution student development	39	13	10	07	07	42	21	43
Acquire specialized vocabulary in field at early stage	05	02	24	26	15	02	08	02
Examine diverse views about what is worth studying in field	37	12	01	02	16	32	34	33

Notes: *N* = 2214, *df* = 2212; correlations greater than .04 are significant at *p* = .05.
*Decimal points omitted.

TABLE 30

Correlation of Faculty Educational Beliefs and Background with Reasons for Selecting Course Content*

INFLUENCE OF BACKGROUND AND BELIEFS	REASONS FOR SELECTING CONTENT							
	Important concepts	Mode inquiry	Essential skills	Interrelation of fields	Social problems	Student develop	Special vocabulary	Diverse views
My beliefs about educational purpose	17	24	10	26	26	32	00	20
My religious beliefs	16	05	-01	09	19	12	04	15
My beliefs about teaching as a process	10	18	16	23	18	26	05	15
My political beliefs	-03	10	05	08	36	14	-07	27
Things learned through teaching experience	13	10	19	20	06	21	08	08
Things learned in formal education courses	10	08	09	15	14	14	23	14
Things learned in instructional workshops	04	06	20	17	13	19	18	10
Things learned as practitioner in field	09	10	19	20	11	23	05	12
Way the course was taught when I took it	10	06	07	07	03	-02	12	07
My preparation as a scholar in the discipline	23	23	00	20	16	14	14	24
My preparation as a practitioner in the field	12	14	17	25	13	25	11	19

Notes: *N* = 1992, *df* = 1990; correlations greater than .04 are significant at *p* = .05.
*Decimal points omitted.

TABLE 31

Relationships Underlying Content and Background-Related Influences

IMPORTANCE	Unstandardized Factor Mean	S.D.	STANDARDIZED FACTOR MEAN	
			Low Field	High Field
1 Importance of acquiring disciplinary and interdisciplinary concepts (mode of inquiry, great ideas, interrelatedness of ideas). (Factor 3)	4.53	0.87	0.64	6.92
2 Influence of instructor's training as scholar and practitioner. (Factor 4)	3.60	0.86	0.66	5.50
3 Importance of vocational development, career search; influence of instructor's pedagogical training. (Factor 2)	2.62	0.81	-0.73	5.48
4 Importance of students' personal and intellectual development (search for meaning, integration of ideas, diverse viewpoints and desire to investigate on one's own). (Factor I)	1.90	0.85	-0.55	4.37
5 Influence of instructor's religious beliefs, political beliefs; importance of and instructor interest in solving social problems. (Factor 5)	1.73	0.83	-1.60	4.07
6 Influence of instructor's teaching experience and beliefs about educational purpose and process. (Factor 6)	1.41	0.80	-0.85	4.28

Note: Factor 1 indicates the first factor to be derived, that is, the one that accounts for the greatest variation among responses.

Substantial correlations (greater than .30) between the six influence scores and the ratings of educational belief statements (Table 32) confirm that the influences faculty report are congruent with the beliefs or educational purposes they endorsed.

Correlations between the six content influence factors and scores representing discipline characterizations also showed expected patterns (Table 33). And, faculty teaching in various disciplines differ significantly on all of the six influence scores. In contrast, correlations were low (all less than .30) between the content influence factors and demographic variables (sex, age, degree, rank, full-time, tenure status, length of teaching experience), indicating that disciplinary influences are relatively independent of personal data (Table 34). The interesting correlation that stands out in this table is the relationship among low academic rank, little teaching experience, and the factor involving a pedagogical/vocational influence. It appears that faculty members with the least status report either the strongest vocational orientation or the most pedagogical training, or both.

We conclude this section of the report on content, a term we have used to include both academic field and the associated background and beliefs of faculty teaching in that field, by suggesting that there are substantial and consistent patterns of correlation between faculty members' background and preparation, the way they view their disciplines, their educational beliefs, and the reported influence of their discipline when they plan introductory courses. We suspect that it is possible, using cluster analysis, to identify three or more groups of faculty based on content factors. Of course, if faculty teaching in introductory courses other than those selected for this study were also included, a greater variety of patterns might be found.

TABLE 32

Correlation of Educational Beliefs with Derived Content Factors*

	DERIVED CONTENT FACTORS					
EDUCATIONAL BELIEFS	Personal/ intellectual development	Pedagogical training/ vocational orientation	Concept learning	Scholarly training	Religious/ political beliefs	Educational beliefs
Social change	46	12	10	13	31	19
Effective thinking	10	04	29	06	-08	23
Systematic instruction	-05	30	11	14	-02	22
Vocational development	-03	54	07	06	-06	13
Determined by mission and resource constraints 1	09	24	02	09	15	01
Personal enrichment	46	16	02	17	15	22
Learning great ideas of humanity	31	-02	33	16	18	-03
Clarify values and achieve commitment	43	10	10	13	27	25

Notes: N = 2082, df = 2080; correlations greater than .04 are significant at p = .05.
*Decimal points omitted.

TABLE 33

Correlation of Content Factors and Discipline Factors*

	DERIVED CONTENT FACTORS					
DERIVED DISCIPLINE FACTORS	Personal/ intellectual development	Pedagogical training/ vocational orientation	Concept learning	Scholarly training	Religious/ political beliefs	Educational beliefs
Group of scholars sharing common interests and values	42	-07	28	14	30	10
Learning and applying skills	-07	34	-01	16	-15	29
Organized body of concepts and operations	-12	18	34	06	-08	03

Notes: N = 2016, df = 2014; correlations greater than .04 are significant at p = .05.
*Decimal points omitted.

TABLE 34

Correlation of Content Factors with Demographic Characteristics of Faculty[a]

FACULTY CHARACTERISTIC	DERIVED CONTENT FACTORS								
	Personal/ Intellectual development	Pedagogical training/ vocational orientation	Concept learning	Scholarly training	Religious/ political beliefs	Educational beliefs	Group of scholars sharing	Learn and apply skills	Organized body of concepts and operations
Sex	06	14	07	04	-04	20	-01	16	01
Age	03	-03	00	06	02	02	-02	-06	00
Academic rank	02	-24	02	01	02	-07	08	-15	-01
Employment Full/Part time	04	15	-03	03	03	09	-04	08	00
Tenured	00	16	02	03	01	07	-04	08	01
Years full-time college teaching	00	-18	01	01	-02	-07	03	-10	-01

Notes: $N = 1964$, $df = 1962$; correlations greater than .04 are significant at $p = .05$.

[a] Decimal points omitted.

Chapter 3. Context

American colleges vary greatly, and the possible number of contextual influences on course planning is substantial. For the most part, we drew on practical experience in constructing initial lists of potential influences that go beyond discipline and background considerations. Then, in interviews, we identified those influences that faculty members mentioned frequently and those that seemed important only in special situations. We also observed those contextual influences that faculty members tended to link as they discussed course planning with us. This refinement process enabled us to develop seven groups of common influences that seem to adequately represent what faculty might attend to in course planning: college goals, program goals, student characteristics and goals, external influences, facilities and staff assistance, pragmatic factors such as schedules and class size, and sources or services on the campus. In this chapter on contextual influences, we will discuss what we have learned about each of these groups of influences.

Faculty Perceptions of College and Program Goals

Although considerable research has been done on college missions and goals, faculty goals for specific courses and academic programs have been studied less frequently. Faculty course goals may be either explicit or implicit, and they may or may not relate closely to the overall college or program missions. Thus, we explored faculty perceptions of whether their course planning was influenced by program goals, college goals, or both.

In the *Reflections* study we found, in general, that faculty considered college goals relatively unimportant in their course planning, except when college goals dictated level of student preparation (e.g., an open-door community college or a highly selective liberal arts college) or were especially prominent (e.g., a strong religious orientation). In some colleges, however, recent emphasis on improving general education seemed to have heightened faculty consciousness about college goals. This was particularly true when core curricula were being developed and in subjects where faculty who preferred to teach their own majors recently had been assigned to teach courses for general education purposes. In contrast to college goals, program goals frequently were strongly influential as faculty planned courses.

In the *Reflections* study, we asked faculty members to respond to an open-ended probe: "Tell me about the program that sponsors this course," and we listened for mentions of program goals in the answers. Additionally, we presented eight continua about program goals. We asked faculty members to tell us what the endpoints of the continua meant to them and, if possible, where their program should be placed on each continuum. The continua initially used dealt with: learning or applying concepts; educating for first degree versus further education; student orientation versus subject orientation; close versus loose coordination; production of knowledge (research) versus transmitting knowledge (teaching); and service to society versus other types of service orientations. We soon discovered that these items served as provocative conversation starters but, phrased as continua, were likely to produce ambiguous data. Faculty seldom viewed the endpoints of these continua as real dichotomies.

Through the interviews, we found that the importance of program goals in course planning varied by academic field as well as by institutional setting. For example, in nursing, careful attention to program goals is fostered by such external forces as accreditation, state examination requirements, and the need to collaborate with practice sites. In other cases, program goals are important because of the hierarchical nature of the discipline. Especially in science and mathematics, many faculty members view courses, and even study topics, as building blocks, not to be left to the whim of individual instructors. In contrast, faculty members in other disciplines (for example, literature and sociology) may consider the instructor's desire, expertise, and even caprice as essential to free academic exploration and creative teaching.

Finally, a wide variety of program coordination patterns stemmed from college mission or local traditions. In some colleges, programs were so tightly coordinated that instructors teaching sections of introductory courses covered the same lesson on the same day; in others, section leaders in the same course had carte blanche.

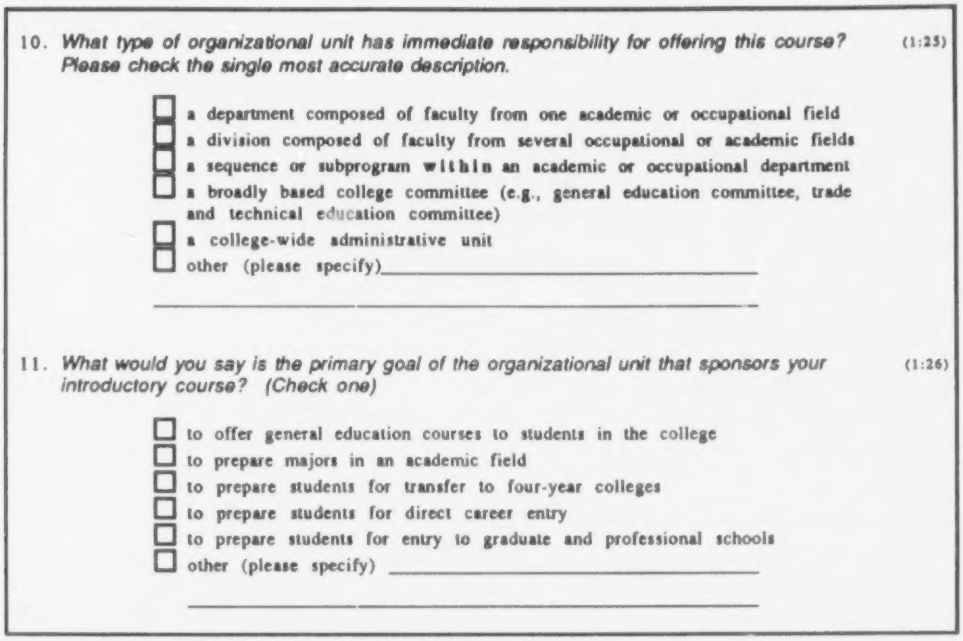
As the interviews progressed, we sensed that goals were related to three types of autonomy: (1) student autonomy in course choice (versus many prescribed courses); (2) instructor autonomy in course planning (versus strong coordination); and, finally, (3) program autonomy from the college as a whole (versus strong coordination of programs). In addition to observing these three loci of autonomy, we noted that autonomy (or its opposite, coordination) may stem from different sources (e.g., the hierarchical nature of the field, deliberate faculty attempts to interrelate disciplines, a distinctive college mission, external demands, or other factors). We became interested in the extent to which these important aspects of autonomy (or coordination) can be assessed, irrespective of Carnegie type of institution, and can influence course and program planning.

In the Course Planning Exploration (CPE), we asked faculty to select a primary descriptor and goal for the program unit offering the course from among several options (Figure 9). In addition, faculty respondents were asked to characterize both their college and the sponsoring program on five-point scales according to emphasis on each of the following: mission (research, teaching, applied study), distinctiveness of mission, degree of coordination, interrelatedness, and prescriptiveness (Figure 10). We also attempted to incorporate and explore the three dimensions of autonomy mentioned earlier through a set of brief statements (Figure 11). Finally, we asked faculty to indicate how strongly the goals of the college and sponsoring program influence them in planning an introductory course (Figure 12).

Organizational Units Sponsoring Introductory Courses

Most faculty members reported that the unit sponsoring their course was either a single-field department (67.6%) or a multi-field division (19.4%) (Table 35). Other types of administrative arrangements were mentioned by only 13% of the faculty. Faculty members teaching history (25.7%), sociology (40.0%), and psychology (24.6%), and business (36.3%) were most likely to report a divisional sponsor. Reflecting common differences in the organizational patterns of different types of colleges, the two-year college faculty were most likely to report a divisional sponsor and the doctoral and comprehensive colleges a departmental sponsor.

Faculty members were given options to describe the primary goal of the organizational unit that sponsors their introductory course, typically the department or division (Table 35). Overall, 53.5% of the faculty in the nine general education fields cited a general education goal for their department or division, 21.8% believed the primary purpose was preparing majors, and only 1.7% reported the key goal to be preparing students for graduate and professional school. For the professional schools, of course, the unit goals reported were quite different: 42.2% of the faculty members said the unit primarily prepared majors, 40.8% said it prepared students directly for careers, and only 7.8% said its purpose was general education. In all, 13.5% of the faculty surveyed saw the purpose of their unit as preparing students for transfer to four-year colleges. Since about half of the total faculty responding were from community colleges, it is clear transfer preparation is viewed as only one of several teaching functions in these settings.



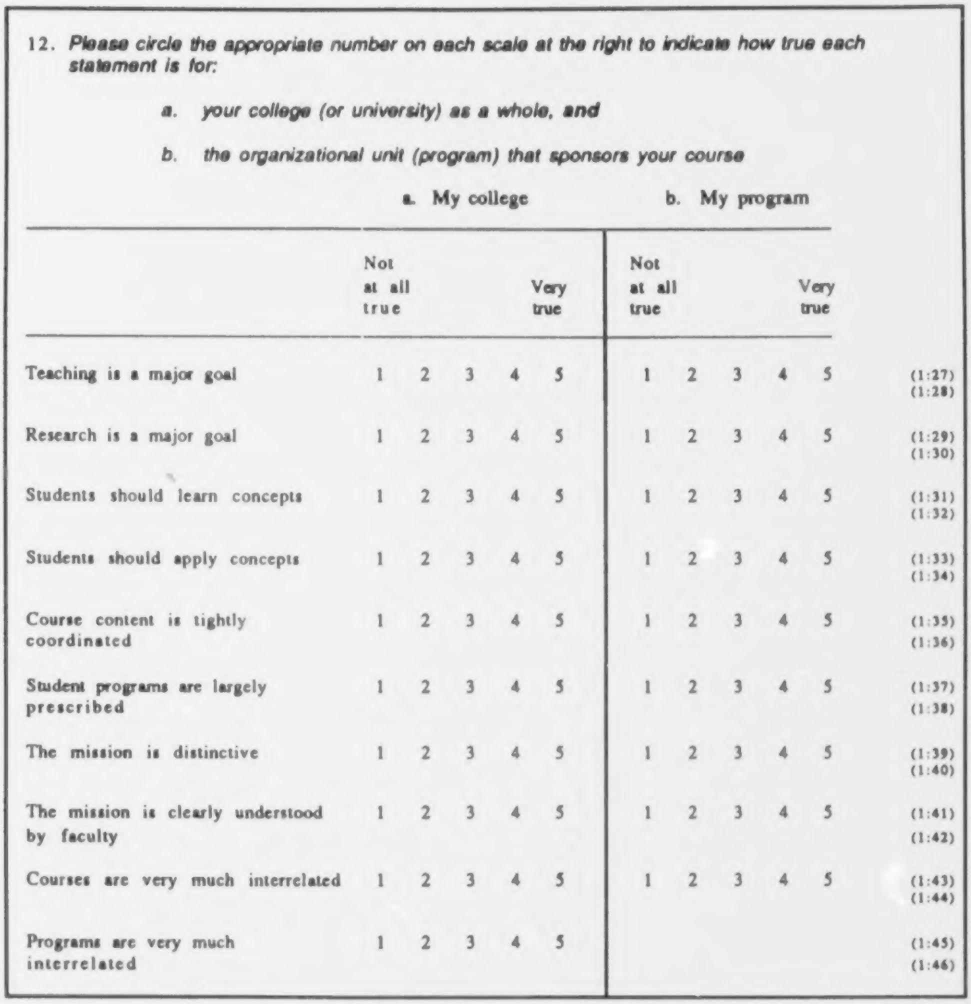
10. *What type of organizational unit has immediate responsibility for offering this course? Please check the single most accurate description.* (1:25)

☐ a department composed of faculty from one academic or occupational field
☐ a division composed of faculty from several occupational or academic fields
☐ a sequence or subprogram **within** an academic or occupational department
☐ a broadly based college committee (e.g., general education committee, trade and technical education committee)
☐ a college-wide administrative unit
☐ other (please specify)______________________________

11. *What would you say is the primary goal of the organizational unit that sponsors your introductory course? (Check one)* (1:26)

☐ to offer general education courses to students in the college
☐ to prepare majors in an academic field
☐ to prepare students for transfer to four-year colleges
☐ to prepare students for direct career entry
☐ to prepare students for entry to graduate and professional schools
☐ other (please specify) ______________________________

Figure 9. Organizational unit's primary goal (CPE-I survey, questions 10-11, page 2).



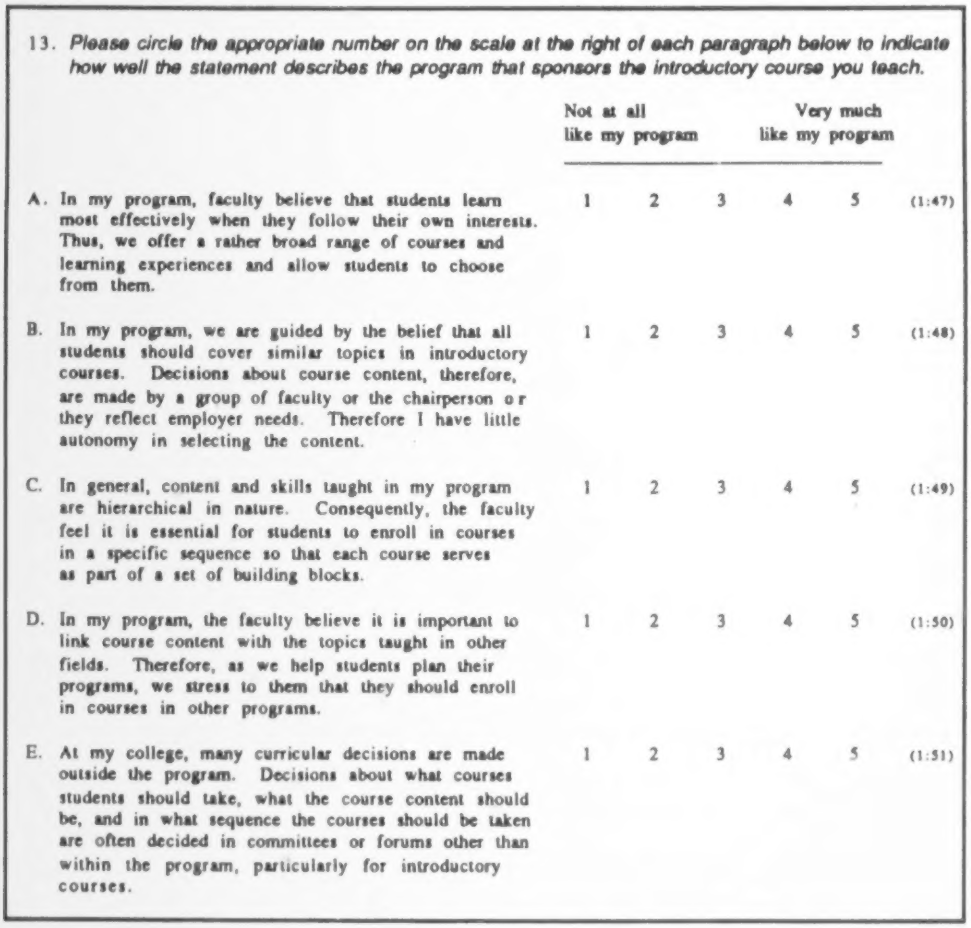
12. *Please circle the appropriate number on each scale at the right to indicate how true each statement is for:*

a. your college (or university) as a whole, and

b. the organizational unit (program) that sponsors your course

	a. My college					b. My program					
	Not at all true				Very true	Not at all true				Very true	
Teaching is a major goal	1	2	3	4	5	1	2	3	4	5	(1:27) (1:28)
Research is a major goal	1	2	3	4	5	1	2	3	4	5	(1:29) (1:30)
Students should learn concepts	1	2	3	4	5	1	2	3	4	5	(1:31) (1:32)
Students should apply concepts	1	2	3	4	5	1	2	3	4	5	(1:33) (1:34)
Course content is tightly coordinated	1	2	3	4	5	1	2	3	4	5	(1:35) (1:36)
Student programs are largely prescribed	1	2	3	4	5	1	2	3	4	5	(1:37) (1:38)
The mission is distinctive	1	2	3	4	5	1	2	3	4	5	(1:39) (1:40)
The mission is clearly understood by faculty	1	2	3	4	5	1	2	3	4	5	(1:41) (1:42)
Courses are very much interrelated	1	2	3	4	5	1	2	3	4	5	(1:43) (1:44)
Programs are very much interrelated	1	2	3	4	5						(1:45) (1:46)

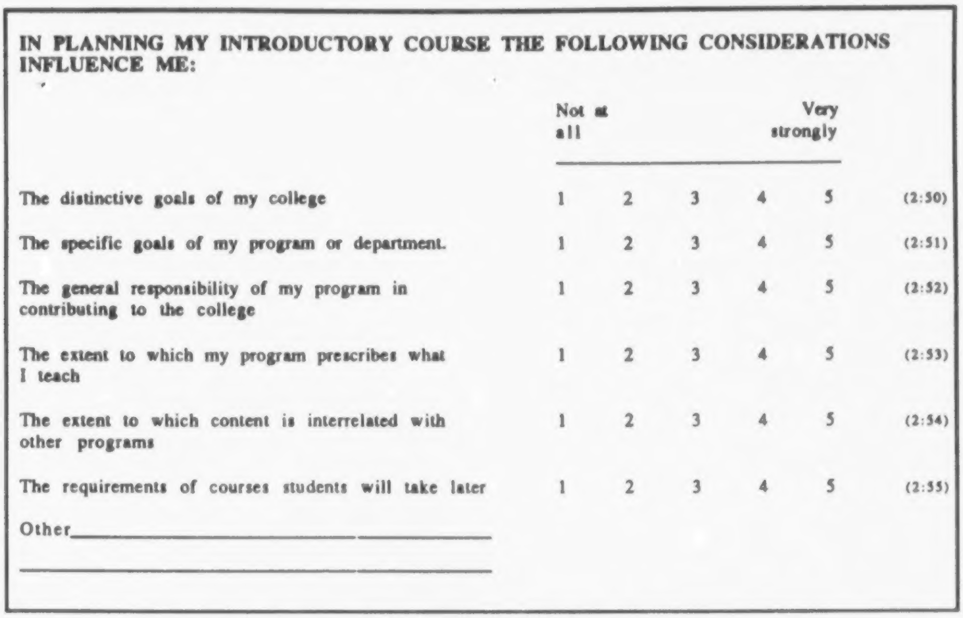
Figure 10. Organizational emphasis (CPE-I survey, question 12, page 3).



13. *Please circle the appropriate number on the scale at the right of each paragraph below to indicate how well the statement describes the program that sponsors the introductory course you teach.*

	Not at all like my program			Very much like my program		
A. In my program, faculty believe that students learn most effectively when they follow their own interests. Thus, we offer a rather broad range of courses and learning experiences and allow students to choose from them.	1	2	3	4	5	(1:47)
B. In my program, we are guided by the belief that all students should cover similar topics in introductory courses. Decisions about course content, therefore, are made by a group of faculty or the chairperson or they reflect employer needs. Therefore I have little autonomy in selecting the content.	1	2	3	4	5	(1:48)
C. In general, content and skills taught in my program are hierarchical in nature. Consequently, the faculty feel it is essential for students to enroll in courses in a specific sequence so that each course serves as part of a set of building blocks.	1	2	3	4	5	(1:49)
D. In my program, the faculty believe it is important to link course content with the topics taught in other fields. Therefore, as we help students plan their programs, we stress to them that they should enroll in courses in other programs.	1	2	3	4	5	(1:50)
E. At my college, many curricular decisions are made outside the program. Decisions about what courses students should take, what the course content should be, and in what sequence the courses should be taken are often decided in committees or forums other than within the program, particularly for introductory courses.	1	2	3	4	5	(1:51)

Figure 11. Autonomy in course planning (CPE-I survey, question 13, page 4).



IN PLANNING MY INTRODUCTORY COURSE THE FOLLOWING CONSIDERATIONS INFLUENCE ME:

	Not at all				Very strongly	
The distinctive goals of my college	1	2	3	4	5	(2:50)
The specific goals of my program or department.	1	2	3	4	5	(2:51)
The general responsibility of my program in contributing to the college	1	2	3	4	5	(2:52)
The extent to which my program prescribes what I teach	1	2	3	4	5	(2:53)
The extent to which content is interrelated with other programs	1	2	3	4	5	(2:54)
The requirements of courses students will take later	1	2	3	4	5	(2:55)
Other________________________						

Figure 12. Organizational influences (CPE-I survey, question 17, page 11).

TABLE 35

Characteristics of Introductory Course

CHARACTERISTIC	GENERAL EDUCATION (*n*=2105) (%)	PRE-PROFESSIONAL (*n*=206) (%)	ALL (*N*=2311) (%)
Unit offering course			
Department—single field	68.1	65.9	67.6
Division—several fields	19.2	22.4	19.4
Sequence or subprogram of department	4.3	6.3	4.4
College committee	2.7	2.0	2.6
College-wide unit	3.5	1.0	3.3
Other	2.6	2.9	2.7
Primary goal of sponsoring unit			
General education	53.5	7.8	48.9
Prepare majors	21.8	42.2	23.4
Prepare students for transfer	14.6	4.9	13.5
Prepare directly for careers	2.3	40.8	5.7
Prepare for graduate/ professional school	1.7	1.0	1.6
Other	7.2	3.4	6.9

References: Appendixes E and F, Tables 10-GE and 10-P.

Among faculty members teaching nonprofessional introductory, courses, 50 to 60% saw general education as the primary organizational purpose of the unit. The exceptions were faculty members teaching psychology (43.8%), biology (31.1%), and mathematics (36.3%), who were least likely to see general education as their programs' purpose. In these same fields, faculty were likely to see as important educational purposes both preparation of majors (psychology, 30.3%; biology, 36.3%; mathematics, 33.3%) and preparing students for transfer (psychology, 17.4%; biology, 15.6%; mathematics, 19.0%).

Very few faculty (less than 10%) teaching the general education courses said career preparation was the primary purpose of their program. As expected, this was not true of the three preprofessional fields. Faculty in these three fields were about equally divided in saying their program prepared majors (42.2%) and prepared students directly for careers (40.8)%; of course, these are not mutually exclusive categories.

Characteristics of Sponsoring Programs

Probing more fully into faculty members' perceptions of the sponsoring program, we asked them to respond to several statements about program dimensions. Using the same five-point scale, we asked the same questions about the college (Figure 10).

In discussing the responses, we focus first on questions about the mission and goals of the program and college and on whether faculty view them as distinctive and well understood. Later, we turn to faculty perceptions of program and college coordination, prescription, and interrelationships.

Faculty Perceptions of Program Goals

More than 90% of all responding faculty groups felt that teaching was a major goal of the program sponsoring their course; this perception did not differ significantly across academic fields or across types of institutions. In contrast, less than 20% of faculty felt that research was a major program goal; the smallest percentages were in the preprofessional fields. Faculty teaching in literature, history, biology, and Romance languages were most likely to say research was a major goal of their program. These results are summarized in Tables 36 and 37.

Irrespective of field, a slightly smaller percentage of faculty teaching in comprehensive and doctoral universities said that teaching was a major goal. And, similarly, when disciplines were considered separately, the perception of research as a program goal differed significantly across college types in the manner expected. That is, faculty members in doctoral universities were most likely to report research as a program goal, whereas those in two-year colleges (and occasionally Liberal Arts II colleges) were least likely to do so.

Seeing that students learn concepts was a program goal for nearly 90% of the faculty, with little variation across disciplines. Overall, a slightly smaller percentage of instructors felt that the program goals required students to apply concepts as distinct from learning them. Here we observed a few fields where applying concepts was seen as a more important program goal than learning them (composition, 90.2%; educational psychology, 95.7%; and Romance languages, 88.6%). In the remaining fields, application was viewed as considerably less important. There was relative unanimity of response within fields, irrespective of college type. The only disciplines where differences occurred by type of college were biology and fine arts. It is not clear why biology faculty and fine arts faculty in doctoral universities put less emphasis on both learning and applying concepts.

TABLE 36

Perceived Characteristics of Sponsoring Programs ("True of My Program")

CHARACTERISTIC	GENERAL EDUCATION (*n*=2105) (%)	PRE-PROFESSIONAL (*n*=206) (%)	ALL (*N*=2311) (%)
Teaching a major goal	91.1	97.0	91.6
Research a major goal	19.7	9.4	18.8
Students should learn concepts	87.8	91.6	88.1
Students should apply concepts	82.6	92.1	83.5
Mission is distinctive	60.0	82.2	62.0
Mission is understood by faculty	71.3	85.8	72.6

Reference: Appendixes E and F, Tables 11-GE and 11-P.

TABLE 37

Faculty Views of Goals in Their Program, by Academic Field

PERCENTAGE OF FACULTY MEMBERS REPORTING THAT:

(A) "Teaching is a major goal in my program."

(B) "Research is a major goal in my program."

ACADEMIC FIELD	(A) "TEACHING" IS GOAL"	(B) "RESEARCH IS GOAL"
English composition	90.7	14.9
Literature	88.7	24.9
History	90.7	27.3
Sociology	93.5	15.2
Psychology	96.1	18.9
Biology	87.9	21.9
Mathematics	89.8	16.4
Fine arts	92.7	18.6
Romance languages	92.9	21.9
Educational psychology	97.9	13.0
Nursing	98.0	6.0
Business	95.5	10.0
All faculty	91.6	18.8

Reference: Appendixes E and F, Tables 11-GE and 11-P.

Distinctiveness and Clarity of Program Mission

Over 60% of the faculty responding think their program's mission is distinctive, and over 70% believe it is understood by the faculty (Table 38; also Table 36). Significant differences exist across fields; the lowest percentages of faculty believing the program mission is distinctive are in psychology (49.7%) and sociology (50.0%), while the highest percentages are in nursing (98.5%), educational psychology (87.2%), fine arts (73.1%), and Romance languages (70.4%). The differences among fields regarding distinctiveness of program mission are not statistically significant.

When discipline is held constant, faculty in most fields differ by college types on whether the program mission is distinctive or understood by faculty or both. Except in sociology, faculty respondents in comprehensive and doctoral universities are more likely than others to report that a mission is not distinctive and not clearly understood.

Faculty Perceptions of College Goals

Faculty were asked how they perceived college goals and mission. The questions were parallel to those about their program-level perceptions. The summary results are seen in Table 39. More detail about responses to the missions of teaching and research are in Table 40.

About 85% of faculty felt that teaching was a major college goal (fewer than perceived teaching as an important goal for their own program), and this percentage did not differ significantly across academic fields.

Although we have not shown the distribution by college type in the text tables, faculty views of whether teaching is a college goal differed significantly by college type for essentially all disciplines. In every field, a smaller percentage of faculty at doctoral universities said that teaching was a major college goal. This plausible result was in contrast to the unanimity across college types for program goals.

Overall, only 19.2% of faculty said that research was a major goal of their college (similar to the response for their own program). These results indicate that, at least in faculty perceptions, a stronger college emphasis on teaching does not necessarily reduce the emphasis on research when the two are considered separately.

Faculty teaching the social sciences were least likely to perceive research as a college goal (sociology, 13.7%; and psychology, 11.1%) while 20 to 38% of faculty members teaching Romance languages, literature, history, mathematics, educational psychology, and nursing perceived research as a stronger college mission. For some fields (particularly in scientific areas), faculty members perceived the research mission as stronger at the program level; for other fields, faculty appear to believe research is a goal supported more strongly by the college than by the program.

When disciplines were considered separately, the perception of research as a college goal differed significantly across college types as expected; that is, faculty in doctoral universities were most likely to report research as a college goal and faculty at two-year colleges were least likely to do so.

Seeing that students "learn concepts" was viewed as a college goal by 75.8% of faculty respondents, with little variation across disciplines. A smaller percentage overall (67.9%) of the faculty in the nine general education fields felt that college goals required students to "apply concepts," while 74.9% of the pre-professional faculty members saw this as an important college mission. As was true for program goals, faculty were divided between

TABLE 38

Faculty Views of Distinctiveness and Clarity of Program Mission

PERCENTAGE OF FACULTY MEMBERS REPORTING THAT:

"My program's mission is:"

(A) Distinctive."
(B) Well understood by faculty."

	(A) DISTINCTIVE	(B) WELL UNDERSTOOD
English composition	60.4	70.7
Literature	63.6	73.7
History	52.7	67.3
Sociology	50.0	70.4
Psychology	49.7	64.9
Biology	54.3	68.0
Mathematics	63.4	75.2
Fine arts	73.1	75.3
Romance languages	70.4	76.2
Educational psychology	87.2	89.3
Nursing	96.5	96.9
Business	67.4	75.5
All faculty	62.0	72.6

Reference: Appendixes E and F, Tables 11-GE and 11-P.

TABLE 39

Perceived Characteristics of College ("True of My College")

CHARACTERISTIC	GENERAL EDUCATION (*n*=2105) (%)	PRE-PROFESSIONAL (*n*=206) (%)	ALL (*N*=2311) (%)
Teaching a major goal	84.3	89.2	84.8
Research a major goal	19.4	16.6	19.2
Students should learn concepts	75.1	82.9	75.8
Students should apply concepts	67.9	74.9	68.5
Mission is distinctive	52.5	74.3	54.4
Mission is understood by faculty	54.8	72.9	56.4

Reference: Appendixes E and F, Tables 12-GE and 12-P.

TABLE 40

Faculty Views of Goals in Their College, by Academic Field

PERCENTAGE OF FACULTY MEMBERS REPORTING THAT:

(A) "Teaching is a major goal in my college."
(B) "Research is a major goal in my college."

	(A) "TEACHING IS A GOAL"	(B) "RESEARCH IS A GOAL"
English composition	84.7	15.3
Literature	77.0	25.0
History	85.9	23.3
Sociology	87.0	13.6
Psychology	89.3	11.1
Biology	83.0	18.1
Mathematics	84.2	20.1
Fine arts	85.2	19.9
Romance languages	83.4	30.0
Educational psychology	78.8	36.2
Nursing	94.0	38.8
Business	91.2	9.9
All faculty	84.8	19.2

Reference: Appendixes E and F, Tables 12-GE and 12-P.

fields where applying concepts was seen as more important than learning concepts (composition, math, Romance languages, educational psychology, and business) and the remaining fields, where application was viewed as considerably less important.

There is consistency in faculty perceptions of college goals within fields, irrespective of college type. The only differences within disciplines by type of college occur in mathematics and fine arts. The reasons for differences in these fields are not clear.

Distinctiveness and Clarity of College Mission

Nearly 55% of the faculty thought their college's mission was distinctive, and about the same percentage (56%) believe it is understood by the faculty. Both of these percentages are smaller than for the program mission; in general, program missions are viewed as more distinctive and better understood. Faculty in the varied academic fields differ on whether they perceived the college mission as distinctive but not in whether they believe it is understood. Specifically, history, psychology, sociology, and biology faculty were less likely than faculty in other fields to view college mission as distinctive (less than 50%). While over 70% of some groups felt their *program* mission was distinctive and well understood (Table 38), only in nursing did a very high percentage of faculty view the *college* mission as both distinctive and well understood. This information is summarized in Table 41.

When disciplines are examined separately, seemingly random differences occur by college type on whether the college mission is distinctive or understood by faculty. These differences are found among faculty members teaching composition, history, biology, fine arts, and mathematics.

Coordination, Prescription, and Interrelatedness of Courses at the Program Level

We were interested in the extent to which faculty believe that programs coordinate course planning, prescribe student programs, and make deliberate attempts to interrelate courses (Tables 42 and 43 summarize our results).

Overall, 55.7% of faculty respondents felt that their program tightly coordinated its courses. There was a considerable range in perception, however, from sociology (37.5%) to mathematics (76.1%) to nursing (97.0%). Holding academic field constant, differences across the six college types on whether there was tight coordination were reported only by composition and history instructors.

Overall, 57.2% of the responding faculty felt that students' programs of study were largely prescribed by their units. The variation ranged from 42.1% in history to 64.3% in mathematics and 96.9% in nursing. Holding academic field constant, there were no statistically significant differences across the six college types.

Overall, 60.8% of faculty felt that courses within their program were interrelated. Again, there was variation across disciplines, ranging from 46.3% in history to 70.3% in mathematics and 97.0% in nursing. Across the six college types, faculty in history and biology perceived differing amounts of interrelatedness within programs differently. At the doctoral universities, faculty reported less interrelatedness than they did at other types of colleges. We remind the reader that the responses represent faculty *perceptions* of the extent of coordination, not the extent that exists on any objective measure. It is possible that faculty members in certain fields may report low coordination because they perceive current levels to be inadequate, or they may report high levels of coordination if they are concerned that they have insufficient autonomy.

TABLE 41

Faculty Views of Distinctiveness and Clarity of College Mission

PERCENTAGE OF FACULTY MEMBERS REPORTING THAT:

"The college mission is:"

(A) "Distinctive"
(B) "Well understood by faculty."

	(A) DISTINCTIVE	(B) WELL UNDERSTOOD
English composition	54.0	55.3
Literature	57.8	61.2
History	46.3	51.5
Sociology	45.9	51.1
Psychology	49.7	49.5
Biology	48.4	52.9
Mathematics	55.3	57.5
Fine arts	57.0	54.6
Romance languages	55.7	57.4
Educational psychology	74.5	68.1
Nursing	89.6	87.7
Business	66.7	64.9
All faculty	54.4	56.4

Reference: Appendixes E and F, Tables 12-GE and 12-P.

TABLE 42

Perceived Coordination at Program Level and College Level

CHARACTERISTIC	GENERAL EDUCATION (n=2105) (%)	PRE-PROFESSIONAL (n=206) (%)	ALL (N=2311) (%)
Program level			
Course tightly coordinated	54.1	71.8	55.7
Student programs largely prescribed	54.8	81.0	57.2
Courses are interrelated	58.3	85.7	60.8
College level			
Course tightly coordinated	33.0	43.6	34.0
Student programs largely prescribed	48.1	58.7	49.0
Courses are interrelated	27.1	47.3	28.9
Programs are interrelated	23.0	34.7	24.1

Reference: Appendixes E and F, Tables 12-GE and 12-P.

TABLE 43

Faculty Views of Program Coordination, Prescription, and Course Interrelatedness

PERCENTAGE OF FACULTY MEMBERS REPORTING THAT:

In my **program**,

(A) "Courses are tightly coordinated."
(B) "Student programs are largely prescribed."
(C) "Courses are very much interrelated."

	(A) COORDINATED	(B) PRESCRIBED	(C) INTERRELATED
English composition	52.1	58.7	59.6
Literature	49.3	53.2	50.5
History	42.5	42.1	46.3
Sociology	37.5	42.2	55.9
Psychology	38.9	43.4	55.0
Biology	50.2	55.2	55.9
Mathematics	76.1	64.3	70.3
Fine arts	62.8	83.5	59.8
Romance languages	67.6	62.6	69.4
Educational psychology	65.2	89.1	80.8
Nursing	97.0	96.9	97.0
Business	56.6	65.1	80.0
All faculty	55.7	57.2	60.8

Reference: Appendixes E and F, Tables 12-GE and 12-P.

Coordination, Prescription, and Interrelatedness of Courses at the College Level

Questions about the extent to which the college coordinates courses, prescribes student programs, and attempts to interrelate courses were parallel to those asked about programs. A summary view of these comparisons is given in Table 44.

Overall, only 34% of responding faculty felt that their college strongly coordinated programs (as compared to 55% who viewed the *program* as exercising strong coordination). The range of different perceptions about college coordination is narrower than for programs, from psychology (23.2%), history (25.0%) and sociology (25.5%) to Romance languages (46.0%), mathematics (43.0%), and nursing (49.2%). When academic field is held constant, differences across the six college types occurred only in history.

According to 49% of the faculty, their college prescribes student programs of study less than their program does (57%). There were no significant differences across the nine general education fields in faculty perspectives about whether there is college-level prescription, but among the pre-professional fields, faculty reported greater prescriptiveness. Holding academic field constant, composition and biology differed across the six college types, and greater prescription was perceived by faculty teaching in two-year and Liberal Arts II colleges. Within most disciplines, program-level prescription was perceived as strongest in liberal arts colleges; college-level prescription was also perceived as strong in both Liberal Arts II and two-year colleges.

Overall, only 28.9% of faculty felt that courses within their college are interrelated, compared with 60.8% who perceived strong interrelatedness within their own programs. Faculty in nursing and business most often perceived college-wide interrelatedness, possibly because requirements mandating student coursework outside their programs are common. Modest but significant variation of perception on this matter occurs, ranging from biology instructors (21.8%) who perceive little interrelationship to business instructors (57.2%) who perceive the greatest college-wide interrelatedness. Only faculty in history and biology perceived the amount of interrelatedness within the college differently by college type. Faculty in these fields at the doctoral universities report less interrelation than is reported by faculty at other college types.

Less than 30% of the responding faculty believe programs are interrelated at the college level, and there is no significant variation among academic fields. When field is held constant and the six college types compared, history, biology, mathematics, and fine arts faculty differ. The general tendency is for faculty at the doctoral universities to perceive less interrelatedness.

Correlations among the items dealing with program and college characteristics are shown in Tables 45 and 46. Research and teaching mission are negatively associated in faculty perceptions at both program and college levels. At both levels, as well, faculty responses about the teaching mission are positively correlated with most other questions we posed in this set, while their responses about the research mission are uncorrelated with the other questions. This result is reasonable since our survey asked questions about various aspects of teaching, rather than research. The items concerned with learning and applying concepts are related, but these two are unrelated to items concerned with coordination, prescription, and interrelatedness.

In factor analysis, only two sets of items emerge, a teaching/applying concepts dimension and an autonomy/coordination dimension. Teaching and research missions are not part of either factor for college goals. (For details of the factor analysis see Appendix G, Tables 8 and 9.)

TABLE 44

Faculty Views of College Coordination, Prescription, and Course Interrelatedness by College

PERCENTAGE OF FACULTY MEMBERS REPORTING THAT:

"In my college,"

(A) "Courses are tightly coordinated,"
(B) "Student programs are largely prescribed," and
(C) "Courses are very much interrelated."

	(A) COORDINATED	(B) PRESCRIBED	(C) INTERRELATED
English composition	33.8	50.4	28.4
Literature	32.9	49.8	26.6
History	25.0	42.3	23.3
Sociology	25.5	46.3	24.1
Psychology	23.2	41.6	22.5
Biology	30.3	44.6	21.8
Mathematics	43.0	51.8	38.8
Fine arts	33.2	54.8	24.2
Romance languages	46.0	47.3	27.3
Educational psychology	34.8	61.7	25.5
Nursing	49.2	57.2	49.3
Business	44.0	58.3	57.2
All faculty	34.0	49.0	28.9

Reference: Appendixes E and F, Tables 12-GE and 12-P.

TABLE 45

Intercorrelations of Faculty Perceptions of Program Characteristics[a]

	PROGRAM CHARACTERISTICS							
PROGRAM CHARACTERISTICS	Teaching a major goal	Research	Learn concepts	Apply concepts	Coord	Prescribe	Distinct	Understood
Research a major goal	-19							
Students should learn concepts	36	02						
Students should apply concepts	34	01	61					
Courses tightly coordinated	17	00	27	37				
Students programs largely prescribed	09	00	09	16	40			
Mission is distinctive	29	01	34	39	40	33		
Mission is understood	36	-03	37	37	39	26	60	
Courses are interrelated	23	05	28	33	44	33	43	49

Notes: $N = 1948$, $df = 1946$; correlations greater than .04 are significant at $p = .05$.
[a] Decimal points omitted.

TABLE 46

Intercorrelations of Faculty Perceptions of College Characteristics*

COLLEGE CHARACTERISTICS	Teaching a major goal	Research	Learn concepts	Apply concepts	Coord	Prescribe	Distinct	Understood	Interrelate
Research a major goal	-22								
Students should learn concepts	39	03							
Students should apply concepts	34	04	70						
Courses tightly coordinated	18	-04	34	35					
Students programs largely prescribed	06	-01	13	14	36				
Mission is distinctive	30	01	41	42	42	30			
Mission is understood	34	-05	42	41	41	23	67		
Courses are interrelated	24	-01	37	40	49	28	48	50	
Programs are interrelated	21	03	35	38	47	28	48	49	76

Notes: $N = 1935$, $df = 1933$; correlations greater than .04 are significant at $p = .05$.
*Decimal points omitted.

Autonomy for Faculty, Students, and Programs

To obtain more information on faculty views of coordination, prescription, and interrelatedness, we used several statements that expressed possible program philosophies related to coordination and to the amount of autonomy granted to students, faculty, and programs. These items were not pilot-tested before being included in the survey, and, in retrospect, we would have worded them differently. Most of the statements offered a premise and a conclusion (Figure 11). It is possible that faculty agreed with the premise but rejected the statement because they disagreed with the conclusion, or the reverse. Summary results are shown in Tables 47 and 48. (Details are in Appendixes E and F, Table 13.)

In all, 25.6% of the responding faculty thought that students in their program were allowed wide freedom to choose courses because faculty believe this promotes most effective learning. Only 7.5% of the nursing faculty and 17.9% of the mathematics faculty agreed that this was true in their programs, but 41.0% of the psychology faculty members endorsed this statement. In general, less student freedom was reported in the preprofessional fields. Faculty views appear to be characteristic of fields rather than institutions since, when disciplines were considered separately, there were no significant differences by type of college.

Only 35.1% of the faculty members felt that program attempts to ensure that certain types of concepts are covered reduced faculty autonomy in course planning. Instructors in mathematics (66.1%), nursing (59.1%), Romance languages (40.0%), and composition (39.4%) were the most likely to indicate lack of autonomy. For mathematics, Romance languages, and composition, differences also occurred across types of institutions. Faculty members in two-year colleges and doctoral universities felt the least autonomous. The question was not phrased to reveal whether faculty who sacrifice autonomy for content coverage consider that trade-off a gain or a loss.

Another statement was included to explore potential loss of autonomy for both faculty and students due to the hierarchical nature of content in a field. In all, 58.4% of general education faculty and 79.0% of preprofessional faculty believed the nature of the field limits autonomy. The hierarchical view of course content as consisting of an essential sequence of "building blocks" was strongly endorsed by faculty in certain fields: nursing, 95.5%; mathematics, 92.4%; Romance languages, 85.4%; and composition, 69.4%. Faculty in some other fields felt quite the opposite: for example, history (23.2%) and sociology (29.3%). These discipline-related views were consistent across types of colleges, except that, among composition teachers, those in Liberal Arts I colleges were least likely to feel that hierarchy restricted the way courses were structured.

Faculty were asked whether, in their program, they stressed interrelatedness by advising students to take courses in other programs. As a group, the introductory course instructors for general education fields were divided into thirds, with one-third indicating this behavior was "much like my program," one-third "not at all like my program," and the rest falling in between. In the three preprofessional fields, a greater percentage of faculty said they advised students to take courses outside the program. Although differences across disciplines were statistically significant, they were not large. Faculty in the preprofessional fields (55.1%), mathematics (40.5%), and biology (45.8%) most often indicated they steered students toward other programs; composition (29.1%) and literature (29.8%) faculty least often indicated such an activity. Differences occurred by type of college for composition, literature, and biology.

In general, faculty teaching introductory courses believe that most decisions concerning the content and sequence of introductory courses are made within their program. Only

TABLE 47

Perceived Autonomy of Sponsoring Program, Faculty, and Students ("Much Like My Program")

CHARACTERISTIC	GENERAL EDUCATION (n=2105) (%)	PRE-PROFESSIONAL (n=206) (%)	ALL (N=2311) (%)
Students have wide choice of courses	26.1	19.9	25.6
Faculty have little autonomy in choosing course content	34.9	36.2	35.1
Content of course limited by hierarchical nature of field	58.4	79.0	60.2
In advising, faculty stress interrelatedness of fields and courses	34.8	55.1	36.5
Many curricular decisions are made at level broader than program	24.6	20.6	24.2

Reference: Appendixes E and F, Tables 13-GE and 13-P.

TABLE 48

Faculty Views of Course Planning Autonomy

PERCENTAGE OF FACULTY MEMBERS REPORTING THAT:

"In my **program**":

(A) "We make coordinated decisions about course content as a group, therefore I have little autonomy in selecting content."
(B) "Many decisions about course content, sequence, and requirements are made at a level above the program."
(C) "The course content is quite hierarchical."

	(A) COORDINATED	(B) PRESCRIBED	(C) HIERARCHICAL
English composition	39.4	25.4	69.4
Literature	25.5	25.0	50.5
History	22.0	30.8	23.2
Sociology	20.6	25.0	29.3
Psychology	26.5	22.6	47.8
Biology	32.4	21.1	52.8
Mathematics	66.1	23.8	92.4
Fine arts	21.2	23.7	50.5
Romance languages	40.0	20.7	85.3
Educational psychology	16.7	22.9	81.3
Nursing	59.1	17.9	95.5
Business	30.0	21.9	65.6
All faculty	35.1	24.2	60.2

Reference: Appendixes E and F, Tables 13-GE and 13-P.

24.6% of the general education faculty and 20.6% of the preprofessional faculty reported such decisions were made externally, while over 50% of both groups said this was not at all true. Notably, faculty teaching in educational psychology and psychology in the least selective types of colleges viewed decision-making as more centralized.

Influence of Program and College Goals on Course Planning

We have described in considerable detail several aspects of faculty perceptions of their program's and college's role in curricular planning. But are the program and college goals and coordinating mechanisms actually influential as the instructors plan their individual courses? In a later report, we will present an analysis linking various program characteristics and perceived dimensions of autonomy with the decisions faculty indicate they make. In this report, we summarize the extent to which faculty b*elieve* these factors influence them (Table 49). To collect these perceptions, faculty members were asked to indicate which of several sets of goals and related pressures influenced their course planning (Figure 12). Program and college goals were included among the potential influences.

Among general education faculty members, program goals (65.2%) and the need for the program to contribute to the general college mission (65.4%) were about equally influential. Romance language, composition, and mathematics instructors tended to rate these influences as strongest, in keeping with the service role they often play for the college as a whole; psychology and sociology instructors saw them as least influential. And, as would be expected, in the preprofessional courses, intended mostly for majors, program goals were considerably more influential. Eighty-three percent of preprofessional faculty cited strong influence from program goals, while attributing less influence to the program's contribution to the college (63.0%). Preparing students for the requirements of later courses also was a strong influence for faculty generally (59.3%). Mathematics instructors (87.3%), Romance language instructors (73.7%), and instructors in nursing (81.8%) and business (72.6%) viewed such preparation as a very strong influence. Probably because their introductory course would be a one-time experience for many students, fine arts instructors viewed preparation for future courses as minimally influential (29.6%).

In contrast to program goals, only 36.5% of all faculty said that the goals of the college were influential as they planned courses. While there was no significant difference across general education fields on the influence of college goals, preprofessional faculty rated them as slightly more influential (48.8%). When academic field was held constant, faculty teaching in different types of colleges viewed the influence of college and program mission differently. Such differences occurred in more than one field but no pattern related to college type for these differences was immediately apparent.

Because of the current emphasis on core courses and interdisciplinary teaching, we asked about the influence of attempting to interrelate content among programs. Less than 40% of the faculty said that this was an important influence. Business (55.0%), mathematics (46.5%), and nursing (46.9%) instructors were most likely to cite content interrelatedness as a strong influence.

The influences faculty feel from program and college missions, prescriptiveness, and attempts to interrelate content are closely associated. The moderately strong and consistent correlations among them are shown in Table 50. Factor analysis of these influence items revealed that they all belonged to a single influence factor (Appendix G, Table 10). This implies that a faculty member influenced by one of these missions is likely to be influenced by others as well. Perhaps some faculty members take a broad adaptive view of the environment as they plan their courses while others do not.

TABLE 49

Influence of College and Program Goals on Course Planning ("Influential")

INFLUENCE	GENERAL EDUCATION (*n*=2105) (%)	PRE-PROFESSIONAL (*n*=206) (%)	ALL (*N*=2311) (%)
College goals	35.3	48.8	36.5
Program goals	65.2	83.0	66.7
Program contribution to college	65.4	63.0	65.2
Program prescription	44.8	56.6	45.9
Content interrelatedness	37.4	48.3	38.3
Student requirements later	57.8	74.2	59.3

Reference: Appendixes E and F, Tables 14-GE and 14-P.

TABLE 50

Intercorrelation of Influence of College and Program Goals*

INFLUENCES	INFLUENCES				
	Distinctive goals of my college	Program goals	Responsibility to college	Prescribed	Later requirements
Distinctive goals of my college	56				
Specific goals of my program	53	56			
General responsibility of program to college	35	47	38		
Extent to which program prescribes what I teach	34	33	39	42	
Requirements of courses students will take later	26	37	31	41	44

Notes: $N = 1983$, $df = 1981$; correlations greater than .04 are significant at $p = .05$.
*Decimal points omitted.

Student Characteristics

Powell and Shanker's interviews with faculty in higher education (1982) indicated that student characteristics and student reactions to a class influence how teachers plan their course.

In the *Reflections* study, in response to open-ended questions about their course, instructors frequently mentioned student characteristics such as gender, social class, ethnicity, preparation, and effort. Except for matters we have classified as "content," student characteristics appeared to be the strongest influence on course planning.

In the Course Planning Exploration (CPE), questions about the influence of student characteristics were maintained. Based on the *Reflections* interviews, we included two survey questions that asked faculty members to characterize student preparation and effort by choosing from four options (Figure 13). We also asked faculty to indicate how strongly they were influenced by student characteristics when planning their introductory course. This question involved rating the potential influence of nine items about student preparation and ability (Figure 14).

When asked about the preparation and effort of students in their classes, very few instructors (5.4%) characterized students in their introductory courses as extremely or very well prepared; 18.9% indicated they were "not at all prepared" and the majority (75.6%) said they were "somewhat prepared" (Table 51). The wide variation in these responses by academic fields is summarized in Table 52. Surprisingly, in comparison with their colleagues in other fields, few composition (3.2%), mathematics (6.3%) or literature (6.7%) instructors felt students were "not at all prepared." Rather, it appears that instructors in fields that students may not have studied extensively before college were more likely to judge students as unprepared: fine arts (53.4%), Romance languages (34.9%), sociology (33.3%), and business (29.7%).

When disciplines were considered separately, instructors at different types of colleges held quite different views of their students' preparedness. Depending on the discipline, the teachers at both the least selective and the most selective colleges most often reported their students as not well prepared. For example, among faculty teaching fine arts, those at community colleges (55.6%) were most likely to view their students as unprepared; in sociology and psychology, instructors at liberal arts colleges (over 35%) most frequently saw their students as unprepared. It is not clear whether these differences are based on actual student proficiencies or on the expectations faculty have developed for their students.

Most faculty members (66.7%) said students exhibit modest effort in the introductory courses. At the extremes, 21.8% said students exert a great deal of effort and 11.5% said very little or relatively little effort. Biology professors were most likely to say students exerted little effort. The summary percentages for reports of student effort by academic field are illustrated in Table 53. (For more detail see Appendix E, Table 15.)

In addition to reporting these perceptions about students in their classes, faculty respondents were asked to rate several student characteristics to indicate how influential they were in introductory course planning (Table 54).

Two student characteristics were rated as influential by more than 60% of the total group of faculty: ability (66.0%) and preparation (62.9%). More than 50% of responding instructors gave high ratings to the influence of anticipated student effort (52.3%), student interests (52.5%), student educational goals (53.0%), and the successes and failures of previous students (58.5%). Mathematics and composition teachers (more than

8. *In their background preparation, students who enroll in this course are most typically: (Check one)* (1:23)

- ☐ not at all prepared
- ☐ somewhat prepared
- ☐ very well prepared
- ☐ extremely well prepared

9. *In their coursework, students who enroll in this course generally: (Check one)* (1:24)

- ☐ exhibit very little effort
- ☐ exhibit relatively little effort
- ☐ exhibit modest effort
- ☐ exhibit a great deal of effort

Figure 13. Perceived student characteristics (CPE-I survey, questions 8-9, pages 1-2).

IN PLANNING MY INTRODUCTORY COURSE THE FOLLOWING CONSIDERATIONS INFLUENCE ME:

	Not at all				Very strongly	
The preparation of students in my class	1	2	3	4	5	(2:41)
The degree of effort students typically exhibit	1	2	3	4	5	(2:42)
The ability of students in my class	1	2	3	4	5	(2:43)
The interests of students in my class	1	2	3	4	5	(2:44)
The time pressures on students in my class	1	2	3	4	5	(2:45)
The life goals of students in my class	1	2	3	4	5	(2:46)
The career goals of students in my class	1	2	3	4	5	(2:47)
The educational goals of students in my class	1	2	3	4	5	(2:48)
The successes and failures of students I have taught previously	1	2	3	4	5	(2:49)

Figure 14. Influence of student characteristics (CPE-I survey, question 17, page 11).

TABLE 51

Characteristics of Students in Introductory Course

CHARACTERISTIC	GENERAL EDUCATION (*n*=2105) (%)	PRE-PROFESSIONAL (*n*=206) (%)	ALL (*N*=2311) (%)
Student preparation for course			
Not at all prepared	18.8	21.4	18.9
Somewhat prepared	76.7	69.9	75.6
Very well prepared or extremely well prepared	5.1	8.8	5.4
Student effort in course			
Very little effort	1.2	0.5	1.1
Relatively little effort	10.5	9.8	10.4
Modest effort	67.6	57.6	66.7
A great deal of effort	20.7	32.2	21.8

Reference: Appendixes E and F, Tables 15-GE and 15-P.

TABLE 52

Faculty Views of Student Preparedness, by Academic Field

PERCENTAGE OF FACULTY MEMBERS REPORTING THAT: "Students enrolling in my introductory course are not at all prepared".	
English composition	3.2
Literature	6.7
History	19.1
Sociology	33.3
Psychology	27.4
Biology	15.4
Mathematics	6.3
Fine arts	53.4
Romance languages	34.9
Educational psychology	18.8
Nursing	12.3
Business	29.7
All faculty	18.9

Reference: Appendixes E and F, Tables 15-GE and 15-P.

TABLE 53

Faculty Views of Student Effort, by Academic Field

PERCENTAGE OF FACULTY MEMBERS REPORTING THAT:

"Students enrolling in my introductory course exhibit very little or relatively little effort".

English composition	6.8
Literature	6.3
History	13.0
Sociology	15.1
Psychology	11.1
Biology	21.5
Mathematics	13.0
Fine arts	13.4
Romance languages	8.8
Educational psychology	4.2
Nursing	3.0
Business	18.9
All faculty	11.5

Reference: Appendixes E and F, Tables 15-GE and 15-P.

TABLE 54

Influence of Student Characteristics on Course Planning ("Very influential")

CHARACTERISTIC	GENERAL EDUCATION (*n*=2105) (%)	PRE-PROFESSIONAL (*n*=206) (%)	ALL (*N*=2311) (%)
Student preparation	63.2	59.5	62.9
Student effort	52.5	50.2	52.3
Student ability	66.5	60.6	66.0
Student interests	57.9	59.0	52.5
Time pressure on students	35.0	44.6	35.9
Life goals of students	34.6	53.9	36.3
Career goals of students	34.5	77.5	38.3
Educational goals of students	51.0	73.1	53.0
Success of previous students	58.6	56.4	58.5

Reference: Appendixes E and F, Tables 16-GE and 16-P.

70%) were most influenced by student ability while fine arts, history, and educational psychology teachers were least influenced (less than 58%). Sociology, psychology, and educational psychology instructors (less than 50%) were least influenced by student's previous preparation. History teachers reported being considerably less influenced by student interests (39%) than did teachers in other fields.

In the general education fields, faculty reported that they are not too strongly influenced in planning their courses by students' life goals (34.6%), career goals (34.5%), or time pressures (35.0%). The strongest influence from career goals among the general education instructors was for mathematics teachers (46%). In contrast, over 80% of the educational psychology, and nursing instructors were influenced by students' career goals. According to their own reports, only 18.3% of literature teachers are influenced by students career goals.

Within several general education fields, faculty teaching in different types of colleges indicated that different types of student goals influenced them in course planning. Students' life goals, career goals, and educational goals were least influential for faculty in the more selective colleges (Liberal Arts I colleges and doctoral universities), and most influential for faculty in community colleges, comprehensive colleges, and Liberal Arts II colleges.

As shown in Table 55, faculty reported two sets of associated student influences on course planning: one set revolves around students' characteristics (e.g., ability, preparation and effort), and the other (of lesser importance to faculty) around students' life, career, and educational goals. Factor analysis confirms these two distinct sets, each of which accounts for about the same amount of variation in faculty views of influences on their course planning. As will be shown shortly, student characteristics are slightly more important to faculty generally than student goals. (See Appendix G, Table 11 for the details of the factor analysis.)

External Influences and Institutional Resources

Many agencies and agents can influence the way instructors plan. One category of influences includes agencies external to the college, such as accreditors, employers, professional associations, and other colleges. A second category includes textbooks, facilities, and practical matters such as schedule and class size.

In the *Reflections* study, faculty rarely mentioned external agencies when answering open-ended questions about influences. Only occasionally, as in nursing, were accrediting agencies mentioned. In community colleges, transfer requirements or state-level articulation agreements were sometimes discussed. Textbooks, used as organizers for courses, were the most prominently mentioned of the second category of influences. In contrast, faculty tended to downplay the possibility that they considered other pragmatic factors, such as class size, schedule, and facilities, in planning their courses.

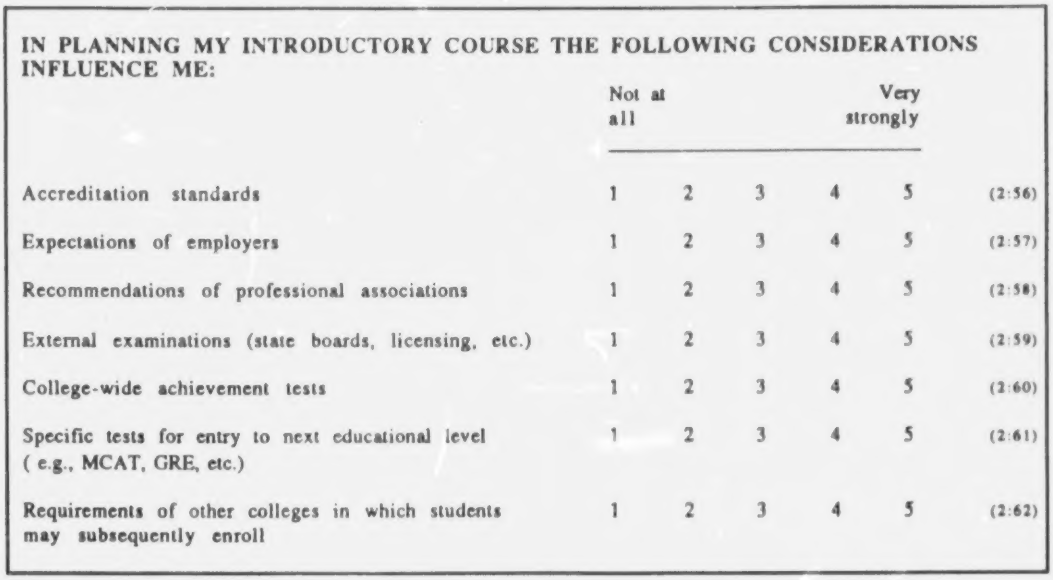
To be sure that external influences had not merely been overlooked by interviewees, and to get a better estimate of their importance, we developed from the interviews and our own experience an extensive list of external influence possibilities (Course Planning Exploration). We used five-point, Likert-type scales, asking faculty members to estimate the strength of each influence and left room for faculty respondents to add other items (Figure 15).

TABLE 55

Intercorrelation of Influences Due to Student Characteristics*

STUDENT CHARACTERISTICS	STUDENT CHARACTERISTICS							
	Preparation of students	Effort	Ability	Interests	Time	Life goals	Career goals	Educational goals
Effort students exhibit	54							
Ability of students	66	61						
Interests of students	38	45	45					
Time pressures on students	37	46	40	[illegible]				
Life goals of students	24	25	24	41	44			
Career goals of students	26	25	26	33	39	68		
Educational goals of students	26	25	27	33	33	56	66	
Success and failures of students previously taught	30	31	30	27	33	28	27	30

Note: *N* = 2057, *df* = 2055; correlations greater than .04 are significant at $p = .05$.
*Decimal points omitted.



IN PLANNING MY INTRODUCTORY COURSE THE FOLLOWING CONSIDERATIONS INFLUENCE ME:

	Not at all				Very strongly	
Accreditation standards	1	2	3	4	5	(2:56)
Expectations of employers	1	2	3	4	5	(2:57)
Recommendations of professional associations	1	2	3	4	5	(2:58)
External examinations (state boards, licensing, etc.)	1	2	3	4	5	(2:59)
College-wide achievement tests	1	2	3	4	5	(2:60)
Specific tests for entry to next educational level (e.g., MCAT, GRE, etc.)	1	2	3	4	5	(2:61)
Requirements of other colleges in which students may subsequently enroll	1	2	3	4	5	(2:62)

Figure 15. External influences (CPE-I survey, question 17, page 12).

Influences External to the College

Faculty teaching general education courses reported relatively weak influences from external forces as they planned their courses. This was substantially different for faculty teaching introductory courses in preprofessional fields, who reported considerable influence from several of the same sources. These responses are summarized in Table 56.

For discussion, we roughly grouped the influences on instructors planning general education courses according to three levels of influence: modest, weak, and very weak. The strongest external influence on all fields was requirements for transfer to other colleges. This influence was important to 39.7% of both general education and preprofessional faculty. It was strongest for composition (44.0%), language (44.8%), business (46.0%), and mathematics (53.3%) instructors. The influence of employers was also a modest influence, but only for faculty teaching in the three preprofessional fields.

A second and weaker set of influences included professional or disciplinary associations (30.9%), and accreditor's standards (32.0%). Like the expectations of employers, these items distinguished instructors in the preprofessional fields (over 55% of whom thought these influences were important) from those teaching in general education fields (less than 30% of whom considered these influences important). General education faculty in mathematics and Romance languages tended to rate these influences as stronger than other general education instructors; history and literature professors saw them as weaker influences.

The "very weak" group of potential influences included various types of examinations. Less than 20% of the general education faculty members reported influence from entry tests for the next level of education, college-wide achievement tests, or external examinations of other types. Biology (17.9%), mathematics (17.3%), and Romance language (18.6%) faculty reported the strongest influence due to external tests while literature (8.1%) and fine arts (6.9%) faculty rated this influence as almost non-existent. Not surprisingly, faculty in the three preprofessional fields, especially nursing (85.1%), reported considerably greater influence due to external examinations.

Of all the sets of influences included in the survey, the greatest variation by college type even when academic field was controlled was found for external influences. For most of the introductory courses surveyed, instructors in community colleges and Liberal Arts II colleges reported the strongest influences of transfer requirements, accreditation, employers, professional associations, and external examinations; faculty in Liberal Arts I and doctoral universities attributed little influence to these sources. In several fields (literature, history, psychology, and composition), faculty in the least selective colleges (Liberal Arts II and community colleges) also were more likely to indicate being influenced by college-wide achievement tests and entry tests for the next educational levels. The total effect of these reported influences was small, however. We found no indication of a reported nationwide trend toward assessment testing, at least as it influences course planning. If such a trend exists, it may affect the least selective colleges most.

A faculty member influenced by one of these external influences is likely to report being influenced by several others as well (see the correlations in Table 57). The factor analysis shows a single factor for this set of items (for details see Appendix G, Table 12).

Influence of Staff Assistance, Facilities, and Other Practical Factors

We asked instructors to rate the influence on their course planning of various types of teaching supplies, facilities, and opportunities, as well as several pragmatic factors beyond their control, such as schedule, class size, and promotion pressures (Figure 16).

TABLE 56

External Influences on Course Planning ("Influential")

INFLUENCE	GENERAL EDUCATION (*n*=2105) (%)	PRE-PROFESSIONAL (*n*=206) (%)	ALL (*N*=2311) (%)
Accrediting	28.7	64.9	32.0
Employers	27.2	69.3	40.0
Professional association	28.3	56.6	30.9
External examinations	14.0	53.6	17.6
College wide achievement tests	16.7	26.3	17.6
Entry level tests—next level	19.4	28.4	20.1
Other colleges' requirements	39.6	39.7	39.7

Reference: Appendixes E and F, Tables 17-GE and 17-P.

TABLE 57

Intercorrelation of External Influences*

	EXTERNAL INFLUENCE					
EXTERNAL INFLUENCE	Accreditation standards	Employers	Associations	Exams	College tests	Entry tests
Employer expectations	64					
Professional associations	62	57				
External examinations	61	57	58			
College-wide tests	53	48	48	70		
Entry tests—next level	52	45	48	67	71	
Transfer requirements	58	47	48	50	50	52

Notes: $N = 2057$, $df = 2055$; correlations greater than .04 are significant at $p = .05$.
*Decimal points omitted.

	Not at all				Very strongly	
Availability of appropriate textbooks	1	2	3	4	5	(2:63)
Availability of facilities (labs, computers etc.)	1	2	3	4	5	(2:64)
Availability of opportunities (clinics, field trips, etc.)	1	2	3	4	5	(2:65)
Availability of teaching or laboratory assistants	1	2	3	4	5	(2:66)
Availability of secretarial assistance	1	2	3	4	5	(2:67)
Availability of supplies	1	2	3	4	5	(2:68)

Other ________________________________

____

IN PLANNING MY INTRODUCTORY COURSE THE FOLLOWING CONSIDERATIONS INFLUENCE ME:

	Not at all				Very strongly	
Class size	1	2	3	4	5	(2:69)
Class schedule (term, week, day, hour)	1	2	3	4	5	(2:70)
My assigned workload	1	2	3	4	5	(2:71)
Promotion or tenure pressures on me	1	2	3	4	5	(2:72)
A required mode of instruction	1	2	3	4	5	(2:73)

Other ________________________________

____

Figure 16. Pragmatic influences (CPE-I survey, question 17, pages 12–13).

As Tables 58 and 59 show, in contrast with most other items in this category, availability of appropriate textbooks was a strong influence for more than 50% of the instructors. Textbooks were most influential for nursing (76.1%) and Romance language (74.6%) instructors, as were facilities (73.1% and 67.5%, respectively). Available facilities were also quite important to biology instructors (62.1%) and somewhat important (35.3%) to faculty members overall. Opportunities were rated as very important by nursing faculty (73.1%), who may have been thinking of clinical placements for students. Textbooks were least important to composition (44.2%) and educational psychology instructors (44.7%). Most other practical matters also were reported to be weak influences by faculty: opportunities (24.2%), supplies (21.9%), secretarial help (11.8%), and teaching assistants (12.3%). Biology and nursing instructors rated supplies and availability of teaching assistants as more influential than did other teachers. Faculty in at least four fields at Liberal Arts II and community colleges viewed facilities as more influential in course planning than did faculty teaching these same disciplines in other college types.

There were few differences among faculty in the several academic fields regarding other pragmatic influences; most were not seen as strong. The strongest influence in this category, class size, was considered important by over 50% of the faculty. Other constraints included assigned workload and class schedule, each rated influential by less than 40% of the respondents. Less than 20% of the faculty said that a required mode of teaching influenced their course planning. The exceptions were nursing instructors who stood out from others; 36.4% of them indicated influence from a required mode of teaching, and 58.2% of them considered assigned workload very influential.

Probably the most striking finding in this section of the Course Planning Exploration was the reported lack of influence of promotion and tenure pressures by faculty in all fields. When academic fields were examined separately, there was no variation among faculty teaching in different college types regarding any of these pragmatic influences.

The correlations among pragmatic influences and available opportunities/facilities/staff assistance are given in Table 60. Based on the correlational patterns, there appear to be two distinct groups of associated pragmatic influences, approximately matching our a priori item sets. One set can be viewed as facilitators and opportunities, including texts, facilities, assistance, and supplies; the second as a set of potential constraints such as class size, and workload. We factor analyzed the two sets of items together and confirmed the two sets of influence, each accounting for similar amounts of variation in the faculty response. As will be shown shortly, neither are particularly important influences for most faculty (Appendix G, Table 13).

Available Advice and Services

In addition to external influences and pragmatic issues, many offices and individuals on a college campus potentially could influence course planning because of special information or expertise they possess. Some of these offices are of current interest to educators. For example, on some campuses, computer centers may now provide special assistance to faculty members who want to use computers in their teaching. Similarly, because of recent emphasis on improving college teaching, many colleges are attempting to establish instructional development centers or sponsor teaching workshops for faculty. We wanted to know if these services are influential and helpful to faculty planning courses in colleges where they exist.

In the *Reflections* interviews, the answer to our open-ended question, "Who would you talk to on campus if you wanted help in planning your course?," was most often, "No one in particular."

In the Course Planning Exploration (CPE), we asked two questions about available sources and services. The first probed how various sources and services existing on the

TABLE 58

Influence of Opportunities and Facilities on Course Planning ("Very Influential")

INFLUENCE	GENERAL EDUCATION (n=2105) (%)	PRE-PROFESSIONAL (n=206) (%)	ALL (N=2311) (%)
Available text books	53.7	60.0	54.2
Available facilities	34.3	45.6	35.3
Available opportunities	21.8	48.1	24.2
Available teaching assistants	12.0	16.6	12.3
vailable secretarial assistance	11.1	18.9	11.8
vailable supplies	21.1	30.1	21.9

Reference: Appendixes E and F, Tables 18-GE and 18-P.

TABLE 59

Influence of Pragmatic Contraints ("Influential")

CONSTRAINT	GENERAL EDUCATION (n=2105) (%)	PRE-PROFESSIONAL (n=206) (%)	ALL (N=2311) (%)
Class size	53.3	54.4	53.4
Class schedule	37.0	41.2	37.4
Assigned workload	37.2	43.2	37.8
Promotion or tenure pressure	8.7	10.7	8.8
Required instructional mode	11.0	19.5	11.7

Reference: Appendixes E and F, Tables 19-GE and 19-P.

TABLE 60

Intercorrelation of Influences Due to Opportunities, Facilities, Assistance, and Constraints*

	INFLUENCE									
INFLUENCE	Appropriate textbooks	Facilities	Oppor	Assist	Sec	Supplies	Size	Schedule	Workload	Prom
Facilities (labs, etc.)	46									
Opportunities (clinics, etc.)	76	65								
Teaching or laboratory assistants	22	46	44							
Secretarial assistance	22	36	37	58						
Supplies	33	52	49	47	59					
Class size	19	14	14	19	25	22				
lass schedule	26	22	23	24	26	25	47			
Assigned workload	21	21	20	25	30	27	51	59		
Promotion or tenure pressures	13	18	19	25	22	21	20	24	39	
Required mode of instruction	19	24	22	29	21	22	13	27	27	38

Notes: N = 2047, df = 2045; correlations greater than .04 are significant at p = .05.
*Decimal points omitted.

campus might influence course planning (Figure 17). The second question asked more specifically about how helpful various sources were for course planning and teaching (Figure 18). If respondents said the potential source of help was "not applicable" on their campuses, the source was considered "not influential"; a separate record was kept of the percentage of faculty who indicated services did not exist.

Overall, fewer than 50% of the total group of responding faculty members rated any of the sources and services mentioned in the CPE as influential in course planning. A summary of the influence attributed to each source is shown in Table 61. For some services, such as instructional development centers, as few as 60% of the faculty respondents reported the service as existing on their campus. Of course, the percentage who reported influence based only on those who had the service available is higher than the percentage based on the total number of respondents.

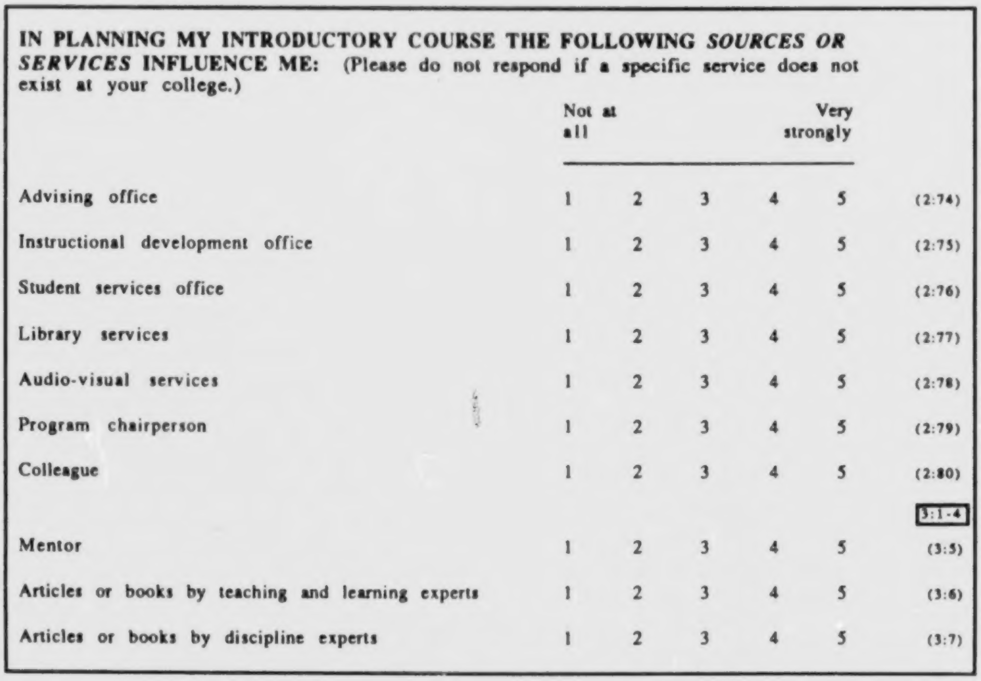
In general, preprofessional faculty, especially in nursing, reported every source or service as more influential in their planning than did the general education faculty. As in most aspects of course planning, different responses characterized different disciplines. Some of these differences were expected, based on common knowledge about the teaching fields. For example, mathematics instructors were least likely to find the library services influential (8.9%, compared with the group total of 39.0%), whereas fine arts instructors were more likely to use the audio-visual services (65.4% as compared with the group total of 36.2%).

Of the entire group of faculty responding, 46.1% said they found books on their discipline influential, but only 33.1% cited articles and books on learning, teaching, or instruction as helpful. Sociology (54.6%), educational psychology (68.8%), and nursing (77.9%) instructors were most likely to use discipline sources; educational psychology (66.7%) and nursing (64.7%) instructors were the most likely to use sources on teaching and learning. Composition (39.5%) and mathematics (38.5%) teachers also were likely to consult a program chair or a colleague (42.4% and 42.4%, respectively), possibly a situation stemming from the greater numbers of part-time or non-regular faculty in this group. High percentages of nursing faculty members also reported consulting colleagues or program chairs, a situation known to be related to the group planning of nursing curricula.

Four possible sources were either of very low influence or "not available" on many campuses; thus, it was not possible to distinguish disciplinary differences. These sources included consultation with: a mentor (14.0% influential; 31% not applicable); advising office (7.4% influential; 23% not applicable); student services office (4.6% influential; 17% not applicable); or instructional development office (4.7% influential; 40% not applicable). There was no variation by college type when disciplines were considered separately.

In the second (and partially overlapping) survey question on this topic, faculty were asked to indicate on a five-point scale whether they would get useful help about their course planning and teaching from each of several potential sources. The summary results are in Tables 62 and 63.

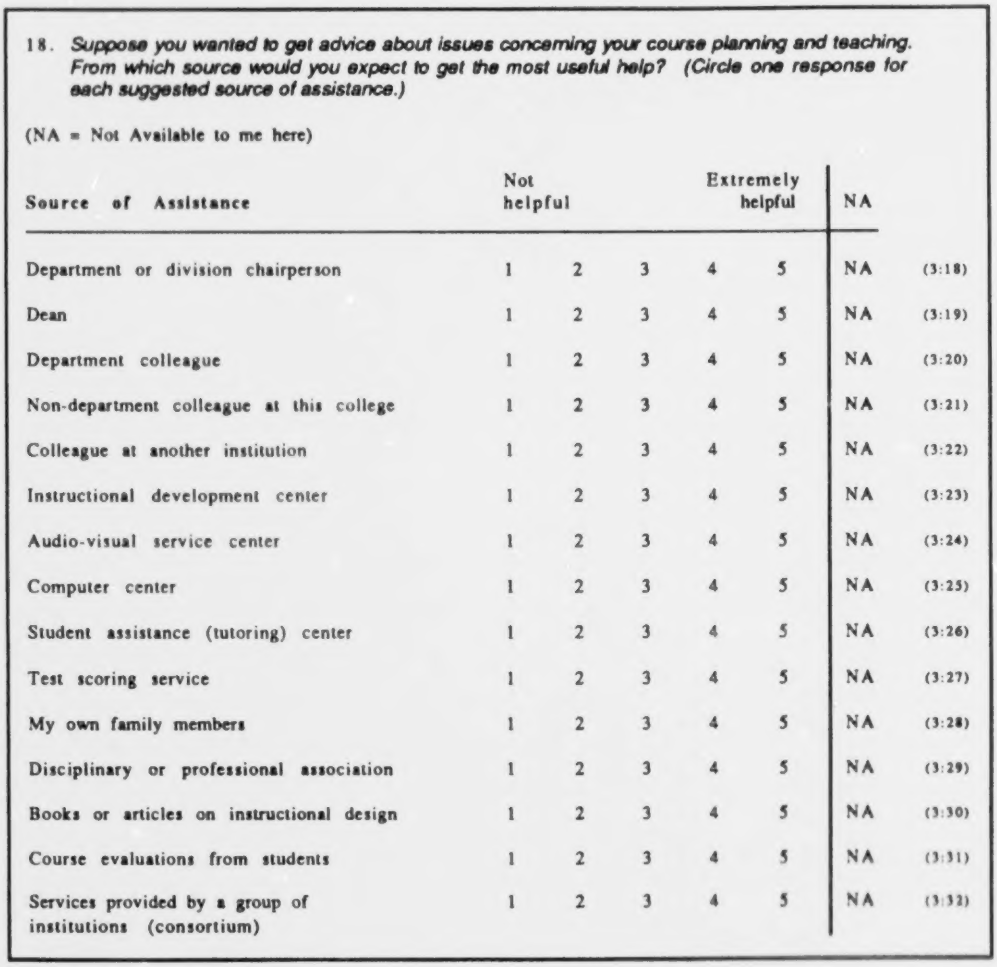
Based on overall helpfulness perceived by faculty, these sources of teaching assistance can be grouped in three sets, as shown in Table 62. Department colleagues stood far above all others as the most helpful source. Other sources were considered to be helpful to a modest or low extent.



IN PLANNING MY INTRODUCTORY COURSE THE FOLLOWING *SOURCES OR SERVICES* INFLUENCE ME: (Please do not respond if a specific service does not exist at your college.)

	Not at all				Very strongly	
Advising office	1	2	3	4	5	(2:74)
Instructional development office	1	2	3	4	5	(2:75)
Student services office	1	2	3	4	5	(2:76)
Library services	1	2	3	4	5	(2:77)
Audio-visual services	1	2	3	4	5	(2:78)
Program chairperson	1	2	3	4	5	(2:79)
Colleague	1	2	3	4	5	(2:80)
						3:1-4
Mentor	1	2	3	4	5	(3:5)
Articles or books by teaching and learning experts	1	2	3	4	5	(3:6)
Articles or books by discipline experts	1	2	3	4	5	(3:7)

Figure 17. Influence of assistance (CPE-I survey, question 17, page 13).



18. ***Suppose you wanted to get advice about issues concerning your course planning and teaching. From which source would you expect to get the most useful help? (Circle one response for each suggested source of assistance.)***

(NA = Not Available to me here)

Source of Assistance	Not helpful				Extremely helpful	NA	
Department or division chairperson	1	2	3	4	5	NA	(3:18)
Dean	1	2	3	4	5	NA	(3:19)
Department colleague	1	2	3	4	5	NA	(3:20)
Non-department colleague at this college	1	2	3	4	5	NA	(3:21)
Colleague at another institution	1	2	3	4	5	NA	(3:22)
Instructional development center	1	2	3	4	5	NA	(3:23)
Audio-visual service center	1	2	3	4	5	NA	(3:24)
Computer center	1	2	3	4	5	NA	(3:25)
Student assistance (tutoring) center	1	2	3	4	5	NA	(3:26)
Test scoring service	1	2	3	4	5	NA	(3:27)
My own family members	1	2	3	4	5	NA	(3:28)
Disciplinary or professional association	1	2	3	4	5	NA	(3:29)
Books or articles on instructional design	1	2	3	4	5	NA	(3:30)
Course evaluations from students	1	2	3	4	5	NA	(3:31)
Services provided by a group of institutions (consortium)	1	2	3	4	5	NA	(3:32)

Figure 18. Sources of assistance (CPE-I survey, question 18, page 15).

TABLE 61

Influence of Available Advice and Services on Course Planning ("Influential")

	GENERAL EDUCATION (*n*=2105) (%)			PRE-PROFESSIONAL (*n*=206) (%)			ALL (*N*=2311) (%)		
SOURCE	Those with service*		Total**	Those with service*		Total**	Those with service*		Total**
Advising office	8.9	(*N*=1632)	6.9	16.0	(*N*=162)	12.6	9.6	(*N*=1794)	7.4
Instructional development office	7.3	(*N*=832)	4.4	11.2	(*N*=72)	7.3	7.7	(*N*=1407)	4.7
Student services office	5.3	(*N*=1741)	4.4	8.0	(*N*=176)	6.8	5.6	(*N*=1917)	4.6
Library services	39.8	(*N*=2018)	38.1	49.5	(*N*=202)	48.8	40.6	(*N*=2220)	39.0
Audio visual services	36.8	(*N*=1999)	34.9	50.5	(*N*=202)	49.8	38.0	(*N*=2201)	36.2
Program chairperson	29.7	(*N*=1928)	27.2	40.7	(*N*=194)	38.5	30.4	(*N*=2122)	28.2
Colleagues	35.1	(*N*=1988)	33.2	42.8	(*N*=196)	41.0	35.8	(*N*=2184)	33.9
Mentor	19.6	(*N*=1452)	13.5	25.7	(*N*=148)	18.5	20.2	(*N*=1600)	14.0
Articles/books on teaching and learning	32.8	(*N*=1981)	30.9	57.1	(*N*=198)	55.1	35.0	(*N*=2179)	33.1
Articles/books on discipline	47.8	(*N*=1964)	44.6	65.5	(*N*=194)	62.0	49.4	(*N*=2158)	46.1

Notes: *Percentage based on only those responses where service was "applicable".
**Percentage based on total; not applicable considered to be "not influential".
Reference: Appendixes E and F, Tables 20-GE and 20-P.

TABLE 62

Useful Sources of Teaching Assistance—Summary

SOURCE	All (%)
Extremely helpful:	
Department colleague	71.4
Moderately helpful:	
Department chair	48.3
Course evaluations from students	48.0
Colleague in same department at another institution	40.4
Books or articles on instructional design	37.9
Not helpful:	
Local colleague in another department	23.6
Disciplinary association	27.1
Dean	20.0
Audio visual center	20.3
Tutoring center	15.5
Family members	16.0
Computer center	11.7
Consortium services	8.7
Test scoring service	6.2
Instructional development center	6.1

Reference: Appendixes E and F, Tables 21-GE and 21-P.

TABLE 63

Useful Sources of Teaching Assistance ("Helpful")

SOURCE	GENERAL EDUCATION (*n*=2105) (%)			PRE-PROFESSIONAL (*n*=206) (%)			ALL (*N*=231[illegible]) (%)		
	Those with service*		Total**	Those with service*		Total**	Those with service*		Total**
Department or division chair	50.6	(*N*=1964)	47.2	55.8	(*N*=188)	51.2	51.1	(*N*=2152)	47.5
Dean	20.4	(*N*=1987)	19.2	27.3	(*N*=194)	25.9	21.0	(*N*=2181)	19.8
Department colleague	73.1	(*N*=2028)	70.5	74.3	(*N*=198)	71.7	73.3	(*N*=2226)	77.5
Non-department colleague at this college	24.6	(*N*=1983)	23.2	24.1	(*N*=195)	22.9	24.6	(*N*=2178)	23.2
Colleague at another institution	43.0	(*N*=1958)	40.0	40.2	(*N*=189)	37.1	42.8	(*N*=2147)	39.7
Instructional development center	9.1	(*N*=1256)	5.4	18.6	(*N*=129)	11.7	9.9	(*N*=1385)	6.0
Audio visual service center	19.8	(*N*=1942)	18.3	40.3	(*N*=191)	37.6	21.7	(*N*=2133)	20.0
Computer center	11.7	(*N*=1898)	10.5	22.9	(*N*=188)	21.0	12.7	(*N*=2086)	11.5
Student assistance or tutoring center	17.4	(*N*=1827)	15.1	19.1	(*N*=178)	16.6	17.5	(*N*=2005)	15.2
Test scoring service	8.3	(*N*=1465)	5.8	14.2	(*N*=141)	9.8	8.8	(*N*=1606)	6.1
Family members	16.8	(*N*=1931)	15.4	20.4	(*N*=186)	18.5	17.1	(*N*=2117)	15.7
Disciplinary or professional association	7.7	(*N*=1953)	25.7	36.4	(*N*=195)	34.6	28.5	(*N*=2148)	26.5
Books or articles on instructional design	36.7	(*N*=2048)	35.7	56.3	(*N*=199)	54.6	38.4	(*N*=2247)	41.0
Course evaluations from students	47.0	(*N*=2061)	46.0	62.8	(*N*=204)	62.4	48.4	(*N*=2265)	47.5
Services of a consortium of institutions	11.7	(*N*=1400)	7.8	22.5	(*N*=129)	14.1	12.6	(*N*=1529)	8.4

*Percentage based on only those responses where service was "applicable."
**Percentage based on total; not applicable considered to be "not helpful."
Reference: Appendixes E and F, Tables 21-GE and 21-P.

For most sources of assistance, there were disciplinary differences (Appendixes E and F, Table 21). To summarize a few of the more striking ones: sociology faculty (57.2%) were less likely than others to consult a department colleague but more likely to seek help from the disciplinary association (42.8%). This may reflect the fact that the American Sociological Association has a strong teaching division providing assistance to members. Understandably, perhaps, mathematics and nursing instructors are least likely to consult a non-department colleague (15.4% and 13.8%, respectively) and, like history instructors, mathematicians are least likely to say they turn to books or articles on teaching and learning (less than 25% for both mathematics and history). Other expected differences: fine arts instructors (33.7%) and the preprofessional fields rated the audio-visual center an important source of help while mathematics instructors rated it lowest (6.1%). Mathematics instructors (16.8%) rated the computer center and the tutoring center (22.9%) as modestly important sources of help, but fine arts instructors rated these two lower (4.4% and 6.5%).

There were no significant disciplinary differences among faculty regarding the usefulness of student evaluations or the helpfulness of colleagues at other institutions, both of which were noted as moderately helpful. Similarly, there were no disciplinary differences regarding the helpfulness of instructional development centers or consortia, neither of which were considered helpful by more than 15% of faculty members, even where they were available.

When the academic fields were examined separately, a few significant differences by college type seemed potentially related to size or organizational structure. For example, in Liberal Arts I and II colleges, perhaps because of their small size, non-departmental colleagues were more likely to be sources of teaching advice than in other types of colleges. At Liberal Arts II colleges, deans are likely to be viewed as sources of instructional advice, whereas at larger institutions, student tutoring centers, test scoring services, and other agencies are both more common and more influential.

Faculty members at community colleges and Liberal Arts II colleges were more likely to consult instructional design books for assistance than were faculty in other types of colleges. This is consistent with more frequent self-reports from faculty members in these colleges in the *Reflections* study that they have attended instructional workshops or have taken education courses and have been influenced by them.

Modest correlations among the sources of assistance (Table 64) suggest that faculty who are influenced by one of these sources of assistance, on or off the campus, may be influenced by other sources as well. This may indicate a tendency for some faculty members who consult with others during course planning to seek a wide variety of assistance. In addition, the correlations in Table 65 indicate that some faculty members may more readily consult campus agencies, while others are more likely to consult colleagues.

Factor analysis of these item sets revealed more detailed patterns. Perhaps faculty choose one or more of four different types of assistance: (a) offices, (b) books or other print sources, (c) library/AV centers, and (d) colleagues (Appendix G, Tables 14 and 16).

Summary

To summarize in a parsimonious way the various contextual influences affecting course planning, we factor analyzed all responses to potential influence items described earlier in this chapter. These included the item sets on external influences; student characteristics; college and program influences; facilities, opportunities, and constraints; and sources of advice or assistance. An eight-factor solution seemed to provide the best interpretation of the data (Appendix G, Table 15). The following eight related groups of influences we identified, arranged in order of their importance to the total group of faculty, were similar but not identical to the a priori groups in the survey.

As shown in Table 67, there are few substantial correlations (greater than .30) between these eight "contextual" factors and the six content influence factors derived previously. The one substantial correlation (.52) is probably due to spurious relationships like the fact that nursing faculty are, at the same time, vocationally oriented, pedagogically trained, and influenced by external licensing and accrediting procedures.

In Table 68, we have correlated the contextual influences factors with the ratings of educational beliefs discussed earlier. Again, although the large sample size results in many statistically significant correlations, there is only one substantial correlation with the ratings of educational beliefs; namely, external influences are associated with vocational preparation. Apparently, the "content" influences of this study (encompassing discipline, faculty background, and faculty educational beliefs) are quite independent from contextual influences.

External influence, of very modest importance to faculty generally, is the only contextual influence factor associated with other variable sets in this study. This influence factor correlates consistently with beliefs in vocational preparation, systematic instruction, and skill development and is negatively associated (-.33) with college selectivity. In short, faculty teaching vocational or skill-oriented fields felt the influence of external factors much more strongly than did instructors in other introductory courses.

TABLE 64

Intercorrelations of Influences of Available Advice*

	SOURCE OF AVAILABLE ADVICE								
SOURCE OF AVAILABLE ADVICE	Advising office	ID office	SS office	Library	AV	Program chair	Colleague	Mentor	Books
Instructional development office	48								
Student services office	51	59							
Library services	21	17	27						
Audio-visual services	18	16	24	55					
Program chairperson	24	19	22	17	15				
Colleague	19	12	20	19	17	49			
Mentor	21	23	23	03	09	22	28		
Articles or books by teaching/learning experts	23	16	21	23	23	22	27	24	
Articles or books by discipline experts	15	13	17	23	23	10	23	23	59

Notes: $N = 2105$, $df = 2103$; correlations greater than .04 are significant at $p = .05$.
*Decimal points omitted.

TABLE 65

Intercorrelation of Influence Due to Sources of Teaching Assistance*

SOURCE OF TEACHING ASSISTANCE	SOURCE OF TEACHING ASSISTANCE													
	Depart chair	Dean	Depart colleague	College colleague	Other inst colleague	ID center	AV	Computer	Tutoring	Test scoring service	Family	Prof assoc	Books on design	Course evaluations
Dean	30													
Department colleague	35	12												
College colleague	04	22	22											
Other institution colleague	05	11	17	30										
Instructional development center	09	12	07	07	09									
Audio visual service center	10	21	09	14	08	29								
Computer center	16	15	15	17	12	20	36							
Tutoring center	17	18	19	17	07	19	22	36						
Test scoring service	08	10	08	05	05	34	21	23	22					
Family members	03	07	11	17	17	08	14	10	12	04				
Professional association	-02	13	11	20	36	13	16	21	08	14	18			
Books or articles on instructional design	17	17	10	11	22	14	18	17	12	14	12			
Course evaluations	13	17	16	16	16	12	19	15	18	12	13	22	28	
Services of a consortium	09	15	06	12	19	31	16	17	07	27	07	30	24	15

Notes: N = 2057, df = 2055; correlations greater than .04 are significant at p = .05.
*Decimal points omitted.

TABLE 66

Contextual Influences on Course Planning

IMPORTANCE	Unstandardized Factor Mean	S.D.	STANDARDIZED FACTOR MEAN Low Field	High Field
1 Student characteristics (Factor 3)	3.97	0.90	0.45	6.60
2 Student goals (Factor 7)	2.75	0.83	-0.28	5.76
3 Constraints and pragmatic issues (Factor 5)	1.58	0.87	-0.64	4.18
4 External influences (Factor 1)	1.17	0.93	-0.92	4.12
5 College/program goals and mission (Factor 6)	1.03	0.85	-1.51	3.35
6 Available advice (Factor 4)	1.02	0.88	-1.00	3.69
7 Literature on teaching and learning (Factor 8)	1.02	0.81	-1.35	3.11
8 Available facilities, opportunities, assistance (Factor 2);	0.38	0.84	-1.76	3.21

Note: Factor 1 indicates the first factor to be derived, that is, the one that accounts for the greatest variation among responses.

TABLE 67

Correlation of "Content" Factors with "Context" Factors*

"CONTEXT" FACTORS	"CONTENT" FACTORS Personal/ intellectual development	Pedagogical training/vocational orientation	Concept learning	Scholarly training	Religious/ political beliefs	Educational beliefs
External influences	-02	52	14	14	01	06
Facilities, opportunities, and assistance	17	20	07	18	20	-03
Student characteristics	23	17	02	08	-01	28
Available advice	12	07	-02	01	13	-03
Pragmatic factors	-03	17	-01	00	09	02
College and program mission	-04	23	12	09	-07	24
Student goals	21	26	14	-01	08	17
Literature on teaching and learning	11	10	12	10	04	19

Notes: $N = 1916$, $df = 1914$; correlations greater than .04 are significant at $p = .05$.
*Decimal points omitted.

TABLE 68

Correlation of Context Factors with Educational Beliefs*

	EDUCATIONAL BELIEFS							
CONTEXT FACTOR	Social change	Effective thinking	Systematic instruction	Vocational develop	Constraints	Personal enrichment	Learning great ideas	Clarify values
External influences	11	09	34	44	25	16	09	09
Facilities, opportunities, and assistance	21	02	11	07	13	21	15	14
Student characteristics	14	12	12	10	07	17	08	20
Available advice	07	-03	-01	00	12	12	07	07
Pragmatic factors	-03	01	01	08	16	-01	-04	-03
College and program mission	02	15	26	20	11	03	03	10
Student goals	18	05	11	28	06	24	06	18
Literature on teaching and learning	09	07	07	-03	-02	13	06	09

Notes: N = 2096, df = 2094; correlations greater than .04 are significant at p = .05.
*Decimal points omitted.

Chapter 4. Form

In the tentative contextual filters model (Figure 1), we arranged in a circular pattern five major decisions instructors make, implicitly or explicitly, about the "form" of a course. These decisions included: (1) selecting subject matter, (2) organizing subject matter, (3) establishing goals and objectives, (4) choosing methods of instruction, and (5) choosing materials and teaching activities. By arranging these decisions in an approximate circle, we intended to imply that: (a) we knew little about the actual steps faculty take in making course decisions but suspected that those most closely allied with subject matter come first, (b) the decisions probably are not made in a linear sequence, and (c) there likely is no "correct" order for all faculty members. Just as planning influences are related to discipline, we suspected that faculty in different fields may attach different importance to the planning decisions and make these decisions in different sequences.

Steps in Course Planning

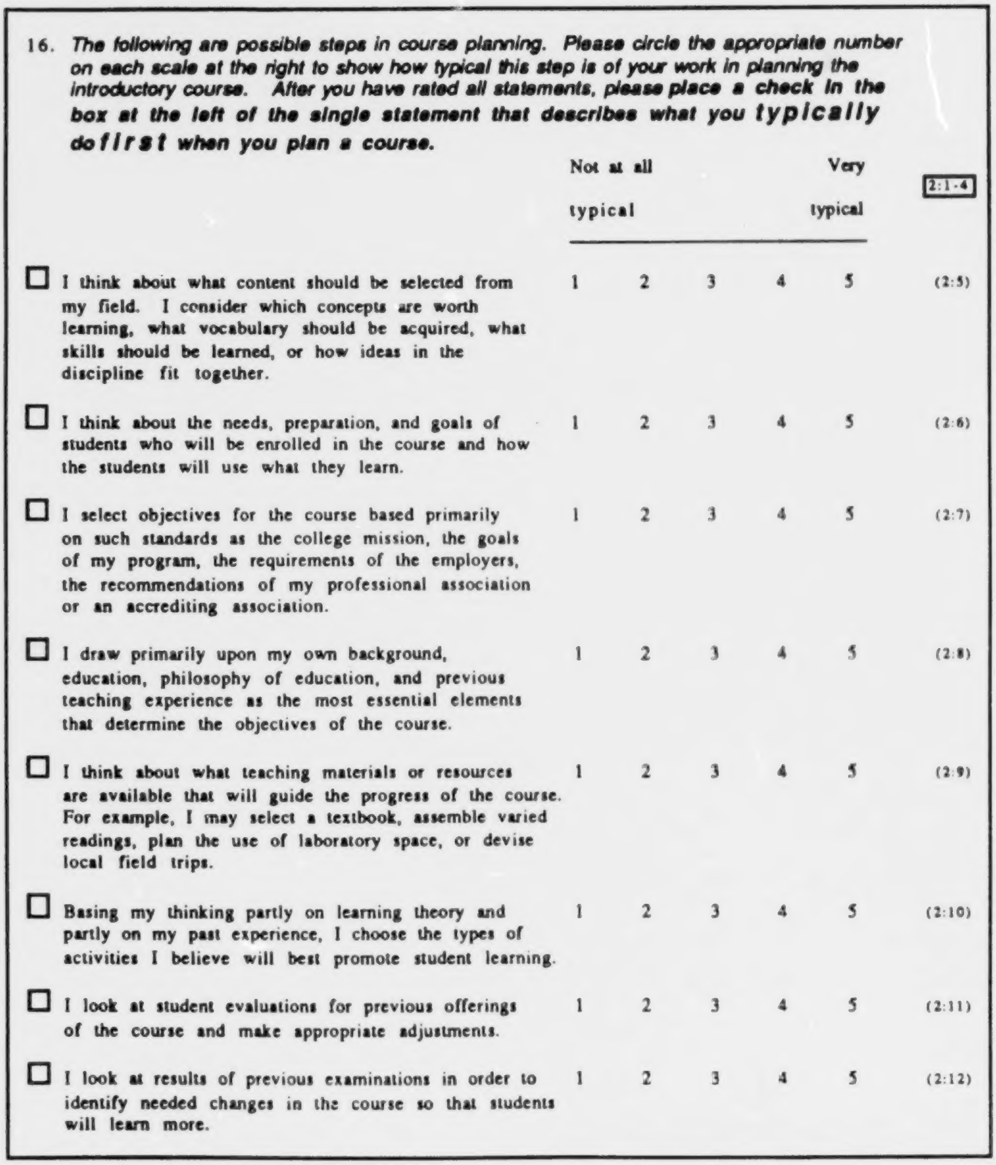
Although there is doubt about whether experienced teachers actually follow this sequence, most pre-college teachers are taught to begin planning by writing course objectives. College instructors have objected to this procedure as too linear and mechanical as have experienced pre-college teachers. Thus, many efforts by pedagogical experts to involve faculty in consideration of instructional design alternatives have floundered. We hoped to get a better sense of the steps that faculty in various disciplines typically do take in planning college courses so we can foster conversations about instructional improvements that build on actual practice.

The *Reflections* interviews gave us some qualitative descriptions of faculty planning activity but seldom made clear what steps faculty members take first. In fact, as they described their planning activities, faculty members seemed to vary widely in their approaches. A few started with objectives and others with classroom activities but most seemed to start by selecting subject content. Often we heard faculty members saying they revisited each planning decision several times; the patterns they described suggested either a spiral or completely random movement among the decisions.

Building on comments we heard in the *Reflections* study, we wrote short paragraph descriptions of steps in course planning (Figure 19). We tried to incorporate both a decision element and a rationale into some of the statements. The statements were not pilot tested prior to the survey. In retrospect, we might have written one set of statements to determine the sequence of decisions and a second set to explore the rationale for them. But, we are not so sure that these elements are easily separable.

In Table 69, we summarize the percentage of faculty members in general education and preprofessional courses who said each step was "typical" of what they do as they plan their courses. Table 70 is a summary of the steps faculty indicated they were most likely to take *first.*

Variations by discipline for both the percentage who reported each step as typical and who selected it as a "first step" are shown in Table 71. Additional detail about these variations is provided in Appendix E, Table 22.



16. ***The following are possible steps in course planning. Please circle the appropriate number on each scale at the right to show how typical this step is of your work in planning the introductory course. After you have rated all statements, please place a check in the box at the left of the single statement that describes what you typically do first when you plan a course.***

2:1-4

	Not at all typical				Very typical	
☐ I think about what content should be selected from my field. I consider which concepts are worth learning, what vocabulary should be acquired, what skills should be learned, or how ideas in the discipline fit together.	1	2	3	4	5	(2:5)
☐ I think about the needs, preparation, and goals of students who will be enrolled in the course and how the students will use what they learn.	1	2	3	4	5	(2:6)
☐ I select objectives for the course based primarily on such standards as the college mission, the goals of my program, the requirements of the employers, the recommendations of my professional association or an accrediting association.	1	2	3	4	5	(2:7)
☐ I draw primarily upon my own background, education, philosophy of education, and previous teaching experience as the most essential elements that determine the objectives of the course.	1	2	3	4	5	(2:8)
☐ I think about what teaching materials or resources are available that will guide the progress of the course. For example, I may select a textbook, assemble varied readings, plan the use of laboratory space, or devise local field trips.	1	2	3	4	5	(2:9)
☐ Basing my thinking partly on learning theory and partly on my past experience, I choose the types of activities I believe will best promote student learning.	1	2	3	4	5	(2:10)
☐ I look at student evaluations for previous offerings of the course and make appropriate adjustments.	1	2	3	4	5	(2:11)
☐ I look at results of previous examinations in order to identify needed changes in the course so that students will learn more.	1	2	3	4	5	(2:12)

Figure 19. Planning steps (CPE-I survey, question 16, page 8).

TABLE 69

Steps Faculty Consider in Course Planning ("Typical of Me")

STEP	GENERAL EDUCATION (*n*=2105) (%)	PRE-PROFESSIONAL (*n*=206) (%)	ALL (*N*=2311) (%)
I select course content	84.3	89.2	84.7
I think about student needs, preparation and characteristics	67.5	79.3	68.5
I select objectives based on external standards	32.7	59.3	35.0
I draw primarily on my own background and experience	62.1	51.0	61.1
I select textbooks, other resources	58.8	62.0	59.2
I base my choice of activities on what I believe promotes learning	66.1	76.8	67.0
I examine student evaluations from previous courses	40.6	53.4	41.8
I examine examinations from previous courses	44.6	52.9	45.4

Reference: Appendixes E and F, Tables 22-GE and 22-P.

TABLE 70

Course Planning Step Taken First

FIRST STEP	GENERAL EDUCATION (*n*=2105) (%)	PRE-PROFESSIONAL (*n*=206) (%)	ALL (*N*=2311) (%)
I select course content	46.7	37.2	45.9
I think about student needs, preparation and characteristics	14.9	20.6	15.4
I select objectives based on external standards	5.2	15.6	6.1
I draw primarily on my own background and experience	16.3	10.0	15.8
I select textbooks, other resources	6.2	7.8	6.4
I base my choice of activities on what I believe promotes learning	9.2	6.7	9.0
I examine student evaluations from previous courses	0.7	2.2	0.9
I examine examinations from previous courses	0.7	0.0	0.6

Reference: Appendixes E and F, Tables 23-GE and 23-P.

TABLE 71

Steps Faculty Take in Course Planning—Summary

The statement about steps in course planning is "typical of me".

PERCENTAGE OF FACULTY MEMBERS REPORTING THAT:

(A) "This is the statement most typical of what I do when planning."
(B) "This statement is typical of what I do when planning."

		All faculty	Comp	Lit	Hist	Soc	Psych	Bio	Math	Fine arts	Lang	Ed psych	Nurs	Bus adm
Select content	(A)	45.9	31.6	45.9	59.0	45.2	61.3	61.4	38.9	53.9	38.1	21.4	47.4	38.3
	(B)	84.7	79.5	85.7	83.1	86.3	87.7	92.0	78.7	93.5	78.3	89.2	92.4	86.9
Establish objectives based on own background	(A)	15.8	15.4	23.2	22.6	22.2	14.7	12.7	11.3	13.5	15.0	11.9	0.0	16.0
	(B)	61.1	59.1	71.6	69.5	65.5	63.4	61.4	52.0	60.1	63.6	55.3	30.3	63.8
Think about students	(A)	15.4	22.0	13.3	6.4	12.7	10.4	11.2	22.5	13.5	11.9	26.2	19.3	18.5
	(B)	68.5	80.3	61.2	55.1	57.6	58.4	65.7	77.0	67.0	65.3	80.4	81.9	77.0
Use learning theory	(A)	9.0	17.0	9.4	4.7	5.6	7.4	4.1	7.6	6.2	14.4	7.1	7.0	6.2
	(B)	67.0	79.0	62.2	56.4	66.2	65.0	58.0	59.2	65.8	78.2	84.8	74.2	74.7
Select materials	(A)	6.4	4.5	4.4	5.1	8.7	5.5	5.1	5.5	8.3	13.1	11.9	5.3	7.4
	(B)	59.2	56.3	57.5	58.3	69.0	55.5	67.4	43.5	63.2	73.9	53.2	71.6	59.4
Establish objectives based on external influences	(A)	6.1	8.0	2.8	1.7	4.8	0.0	3.6	1.3	2.6	7.5	19.0	19.3	11.1
	(B)	35.0	35.8	23.5	24.5	27.4	25.2	24.3	51.4	28.7	42.7	57.4	71.2	51.7
Examine previous student evaluations	(A)	0.9	0.8	1.1	0.4	0.8	0.6	1.0	1.5	1.6	0.0	2.4	1.0	2.5
	(B)	41.8	41.8	39.9	33.8	48.5	51.1	37.5	36.8	35.7	48.0	53.2	68.2	42.9
Examine previous tests	(A)	0.6	0.8	0.0	0.0	0.0	0.0	1.0	1.5	0.5	0.0	0.0	0.0	0.0
	(B)	45.4	41.2	39.9	41.1	49.3	45.5	41.0	52.5	44.5	49.7	68.9	62.1	48.4

Reference: Appendixes E and F, Tables 22-GE, 22-P, 23-GE, and 23-P.

The summary responses in Table 69 support the information obtained from other sections of the CPE survey. Content was clearly the most important influence in course planning, followed by student characteristics. External standards, student characteristics, and beliefs about how students learn were considerably more important to preprofessional course instructors than to general education instructors. One seemingly contradictory finding is that 67.0% of faculty members reported considering what they believe promotes learning when, in sections of the CPE we have previously discussed, fewer reported reading about principles of teaching and learning. Possibly much of what faculty members know about learning is based on their own teaching experience (which they declare a strong influence on planning) rather than on formal sources. An important exception, therefore, occurred for instructors in educational psychology. For these instructors, learning theory is part of the content taught and, as expected, a high percentage (84.8%) of educational psychology teachers said they thought about what promotes learning. Similar answers were obtained from faculty members in those fields that are likely to have had some training in education: composition (79.0%) and Romance language (78.2%) instructors.

Discipline differences occurred on every step in course planning (Table 72) except on the extent to which faculty used previous student evaluations and examinations in planning; neither of these sources of information was used frequently. The discipline differences seem consistent with faculty views of their disciplines and their educational beliefs, on which we have reported previously. For example, in relation to other groups, literature (71.6%), history (69.5%), and sociology (65.5%) instructors more frequently said they relied heavily on their own background and experiences. It is puzzling, however, that nursing faculty (30.3%) were the least likely to say they did so. Also consistent with their responses on other questions in this survey, composition (35.8%), mathematics (51.5%), and Romance language (42.7%) instructors considered external standards and student characteristics more important and content selection less important (79.5%, 78.7%, 78.4%, respectively) in planning than did their colleagues in other fields.

When the academic fields were examined separately, there were very few differences in the steps faculty at different types of colleges take as they plan courses (Appendix F, Tables 22 and 23). Composition teachers in two-year colleges appear to feel particularly strong influence from external standards and, in history, there may be some college-related patterns that would be clearer with additional information.

Many faculty indicated that selecting content is the first step they take in course planning (45.9%). Far smaller percentages of faculty reported any of the other steps as typical of their first planning steps. Combining the two steps that mentioned establishing course objectives (one question based on external standards, and the other based on one's own background), 21.9% of the faculty members said they set objectives as a first step in the planning process. Fifteen percent first considered students' needs, preparation, and interests, and 9% first think about what promotes student learning. Other possible steps in course planning listed in the survey were chosen as first steps by only a few of the faculty members responding.

As shown in Table 72, there were few identifiable patterns of associations among the steps in course planning. Factor analysis also indicated either a single factor or no underlying factor structure for this set of items (Appendix G, Table 17).

TABLE 72

Intercorrelation of Steps in Course Planning*

COURSE PLANNING STEP	Select content from field	Student	External	Own background	Texts	Learning theory	Student eval
Think about student characteristics and needs	29						
Select objectives based on external influences	12	34					
Select objectives based on own background, beliefs and experience	04	03	03				
Select textbooks, other resources	20	20	13	22			
Select activities based on learning theory and past experience	17	31	25	19	34		
Look at student evaluations	16	20	20	10	25	32	
Look at previous examination results	21	22	24	07	21	33	55

Notes: $N = 2040$, $df = 2038$; correlations greater than .04 are significant at $p = .05$.
*Decimal points omitted.

Stating and Communicating Course Goals

The National Institute of Education (NIE) report entitled *Involvement in Learning* (1984) suggested that student learning is enhanced when faculty members make their expectations clear to students. We know that some faculty explicitly state course objectives, some make their objectives known in other ways, and some may fail to make them clear to students. In our studies we have tried to discover some of the important goals instructors in varied fields hold for students in their introductory courses and what different methods they use to communicate their goals and objectives to students.

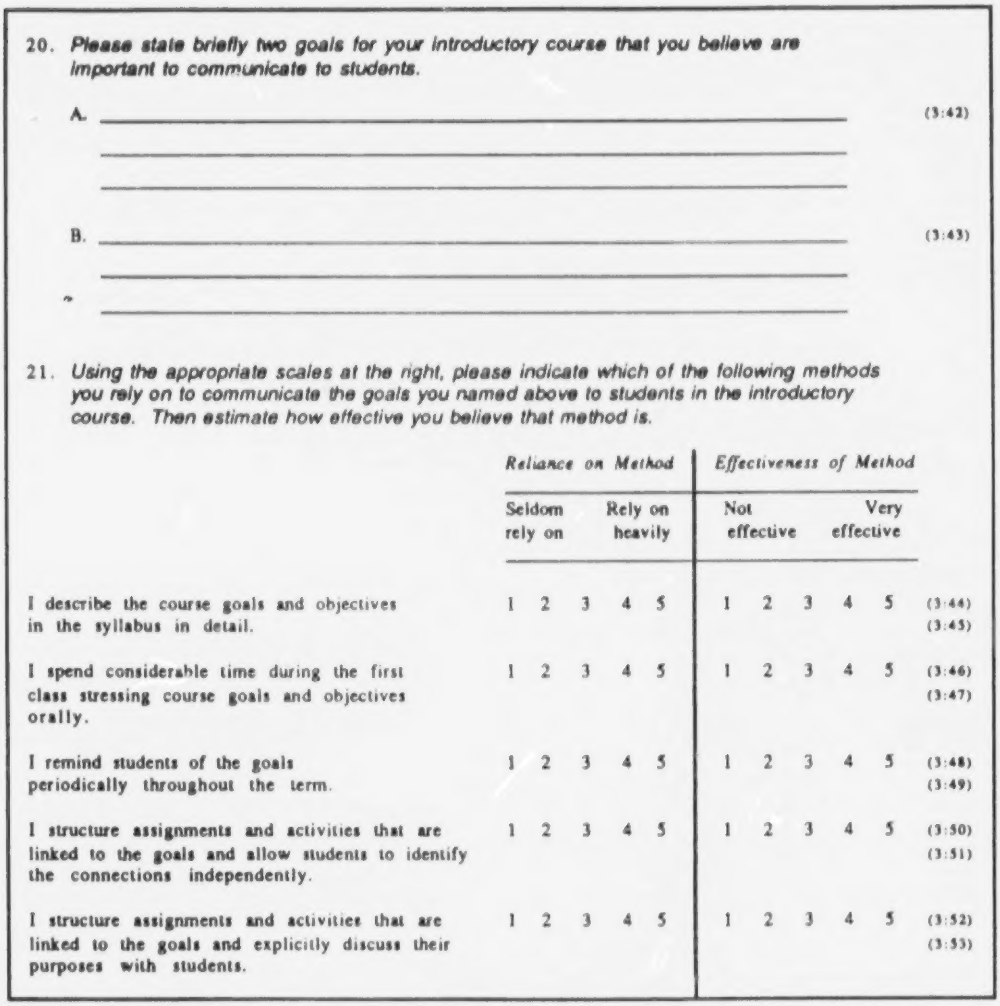
During the *Reflections* interviews, we coded faculty goals twice—once as they described their course in general terms and again when they answered our request for the two most important goals for their students. We also asked faculty members how they "sent messages to the students" about goals and how they knew whether students understood the goals. Faculty varied in their ability to articulate their teaching objectives and communication processes, thus it was difficult to draw firm conclusions from the answers to these broad questions. It seemed to us, however, that the types of course goals stated and the methods used varied by discipline in identifiable ways.

Understanding faculty course goals was important not only to understand course planning but because we planned a companion study of student goals in these introductory courses. Since answers in the *Reflections* study seemed so individualized, we left the question about course goals open-ended on the Course Planning Exploration. Based on the interviews, we provided six statements about possible methods of communicating goals to students and asked faculty members to indicate if they relied on each method and if they felt it was effective. The nature of the questions is shown in Figure 20.

Faculty Course Goals

Initially, we intended to code faculty responses to the open-ended questions according to the broad categories of educational beliefs we had adapted and expanded from the work of Eisner and Vallance (1974) (see Chapter 2). Eventually, to better reflect the goals contributed, we made the following modifications in the coding scheme. We combined the two vocationally oriented categories (vocationally-based and knowledge utilization) into a single category that we called "preparing students for the future." We broadened the category formerly called effective thinking to include other aspects of "intellectual development," and created a category called "skill development" that recognized the development of basic study skills as well as skills for specific subjects, such as Romance languages and nursing. Last, we added "aesthetic goals" and a residual category for goals that were unclear to the coders. The resulting categories used for coding over 4,000 faculty statements are given in Table 73. The percentage distribution of responses is given in Table 74.

The distribution of faculty goals falling into the various categories, differed in an important way from beliefs about educational purpose that faculty had expressed in response to the descriptions in Chapter 2 Since effective thinking had been the overwhelming choice of faculty as an educational purpose, we expected "intellectual development" (a category encompassing effective thinking) to be the most frequently mentioned course goal. In fact, intellectual development was only the second most frequently mentioned category, and the focus of relatively few goal statements. The percentage of goals classified as intellectual development ranged from 3.8% of those



20. *Please state briefly two goals for your introductory course that you believe are important to communicate to students.*

A. ____ (3:42)

____

____

B. ____ (3:43)

____

____

21. *Using the appropriate scales at the right, please indicate which of the following methods you rely on to communicate the goals you named above to students in the introductory course. Then estimate how effective you believe that method is.*

	Reliance on Method	*Effectiveness of Method*	
	Seldom rely on — Rely on heavily	Not effective — Very effective	
I describe the course goals and objectives in the syllabus in detail.	1 2 3 4 5	1 2 3 4 5	(3:44) (3:45)
I spend considerable time during the first class stressing course goals and objectives orally.	1 2 3 4 5	1 2 3 4 5	(3:46) (3:47)
I remind students of the goals periodically throughout the term.	1 2 3 4 5	1 2 3 4 5	(3:48) (3:49)
I structure assignments and activities that are linked to the goals and allow students to identify the connections independently.	1 2 3 4 5	1 2 3 4 5	(3:50) (3:51)
I structure assignments and activities that are linked to the goals and explicitly discuss their purposes with students.	1 2 3 4 5	1 2 3 4 5	(3:52) (3:53)

Figure 20. Communicating course goals (CPE-I survey, questions 20-21, page 18).

TABLE 73

Codes for Important Faculty Course Goals

CODE	GOAL CATEGORY
0	Concepts or knowledge in the field
1	Students' personal or social growth (whether rationale relates to student or society)
2	Students' intellectual development (effective thinking, study habits, discerning relationships, etc.)
3	Students' skill development (such as in developmental mathematics, communication, or an applied field such as nursing)
4	Values development
5	Learning the great ideas of humanity
6	Preparing students for the future (for a career, the major, graduate school, or another course)
7	Aesthetic—"Appreciation of..." or creativity
8	Unclear responses
9	Missing

TABLE 74

Course Goals Contributed by Faculty Members, by Academic Field

	PERCENTAGE RESPONSES BY ACADEMIC FIELD*											
TYPE OF GOAL	Comp (*n*=415)	Lit (*n*=210)	Hist (*n*=263)	Soc (*n*=141)	Psych (*n*=180)	Bio (*n*=215)	Math (*n*=304)	Fine arts (*n*=205)	Lang (*n*=172)	Ed psych (*n*=48)	Nurs (*n*=68)	Bus (*n*=91)
Concepts or knowledge in the field	23.4	47.1	52.7	53.6	56.3	55.2	36.8	54.0	33.4	68.8	55.8	54.4
Personal or social development	10.4	14.0	9.9	21.7	20.2	17.2	7.3	8.7	14.6	8.8	13.3	14.2
Intellectual development	20.4	15.8	22.0	18.4	10.4	11.9	19.6	8.7	4.5	3.8	6.2	5.9
Skill development	37.8	11.0	7.1	2.6	4.2	2.3	12.6	7.5	33.8	5.0	11.5	5.9
Value development	1.5	2.3	1.9	1.1	1.5	1.5	2.1	2.8	1.3	2.5	0.0	1.2
Great ideas	0.0	0.5	0.6	0.0	0.0	0.0	0.0	1.8	0.0	0.0	0.0	0.0
Preparation for the future	3.3	1.0	0.4	0.7	2.7	5.8	15.1	2.1	1.0	8.8	9.7	11.8
Aesthetics	1.0	7.8	2.6	0.4	0.9	2.8	1.2	12.9	4.8	1.3	0.0	1.8
Unclear	2.1	1.0	2.8	1.5	3.9	3.3	5.2	1.5	6.7	1.3	3.5	4.7
Total	99.9	100.5	100.0	100.0	100.1	100.0	99.9	100.0	100.1	100.3	100.0	99.9

*Each faculty member was asked to contribute two goals; a few contributed only one.

contributed by educational psychology instructors to 22% of those contributed by history instructors. Among the open-ended responses, "teaching the concepts of the field" was by far the goal most often mentioned. The identification of concept transmission goals ranged from 23.4% of goals contributed by English composition instructors to 68.8% of those contributed by educational psychology instructors. The discrepancy between faculty responses to a prepared statement on effective thinking, that could be viewed as "appropriate" to endorse, and their own contributions in response to an open-ended question is intriguing. It may indicate that rhetoric and practice differ.

Relative to the first-ranked "teaching concepts" and the second-ranked "intellectual development," other types of goals were mentioned far less frequently by faculty members. "Skill development" (ranging from 2.3% in biology to 37.8% in composition), and "personal or social development" (from 7.3% in mathematics to slightly over 20% in sociology and psychology) were of modest importance, depending on the discipline. Very few faculty members contributed goals focused on "value development," or "learning the great ideas of humanity." In some respects, responses of faculty in specific fields to the open-ended question corresponded to their responses when indicating the importance of educational purpose statements. For example, "aesthetic development" was mentioned primarily by fine arts instructors (12.9%), while mathematics and the preprofessional instructors contributed more than 10% of the goal statements classified as "preparation for the future." It must be noted that faculty were limited to two goals; the fact that they focused on certain types of goals doesn't mean that others are not important to them.

As expected, although the goals contributed by faculty members varied by academic field, goals were similar for instructors in the same fields, regardless of institutional type. We conducted no formal statistical comparison because we felt that using general categories obscured some important nuances contained in the goals statements contributed by faculty. A more thorough analysis using a refined set of categories that emerged from content analysis of these data is under way. This analysis will appear in a supplementary report.

Communicating Goals

More than 60% of the faculty reported that they relied heavily on *each* of the five methods for communicating goals to students suggested in the survey (Table 75). Reports from faculty teaching in preprofessional fields implied stronger emphasis on communicating goals than did reports from general education faculty. There were differences among academic fields on the ratings of all five communication methods among the general education instructors, but not among the three preprofessional fields.

For example, as shown in Table 76, mathematics (51.0%) and biology (54.1%) instructors are least likely to say they rely on the syllabus, while composition teachers are most likely to remind students of course goals periodically (81.6%) and, along with educational psychology instructors (85.5%) and nursing instructors (79.1%), discuss goals explicitly in relation to assignments (81.2%).

Using a five-point scale, we asked instructors to rate the effectiveness of each method of communicating goals to students. Not surprisingly, the methods rated most effective were those that faculty members claimed to use most frequently, that is, explicitly connecting assignments with goals and stressing goals periodically in class. Disciplinary differences in ratings of effectiveness paralleled those in faculty reports of the methods they used. When the responses of faculty teaching courses in various disciplines were examined separately, there were no differences by college type.

TABLE 75

Ways of Communicating Goals to Students ("Rely on Heavily")

METHOD	GENERAL EDUCATION (*n*=2105) (%)	PRE-PROFESSIONAL (*n*=206) (%)	ALL (*N*=2311) (%)
Describe in syllabus—detailed	61.7	77.7	63.2
Stress during first class	71.1	73.3	71.3
Stress periodically	69.7	72.9	69.9
Allow students to infer from assignments	63.2	58.8	62.8
Explicitly discuss goals in assignments	66.4	74.8	67.2

Reference: Appendixes E and F, Tables 24-GE and 24-P.

TABLE 76

Communicating Goals—Summary

PERCENTAGE OF FACULTY MEMBERS REPORTING THAT:

"To communicate my course goals to students in my introductory course, I rely heavily on":
(A) "Describing the course goals in the syllabus;"
(B) "Reminding students of course goals throughout the term;"
(C) "Allowing students to connect activities with course goals on their own;"
(D) "Explicitly discussing connections of activities with course goals."

	(A) Syllabus	(B) Reminder	(C) Infer	(D) Connect
English composition	67.6	81.6	67.1	81.2
Literature	63.0	70.2	72.6	67.0
History	61.6	66.3	57.6	58.6
Sociology	62.3	70.3	64.5	68.2
Psychology	66.5	62.5	63.0	65.0
Biology	54.1	59.7	49.8	54.6
Mathematics	51.0	65.7	56.7	59.1
Fine arts	65.3	68.4	69.4	68.6
Romance languages	64.7	73.2	70.7	66.8
Educational psychology	79.2	70.8	52.1	85.5
Nursing	83.6	79.1	57.5	79.2
Business	72.6	69.3	63.4	66.0
All faculty	63.2	69.9	62.8	67.2

Reference: Appendixes E and F, Tables 24-GE and 24-P

Course Sequencing

Conventional wisdom indicates that how material is sequenced in college courses is related to the discipline being taught. Indeed, folklore holds that faculty may use yellowed notes and simply teach as they were taught. However, there is little evidence about whether all or most faculty members arrange course topics like others in their field or whether they consider and select from other sequencing alternatives.

To explore this question in the *Reflections* study, we adapted a scheme of content sequencing developed by Posner and Strike (1976) primarily for K-12 courses. We reworded the categorical descriptions to make them more readily adaptable to higher education and added a category (based on the writings of Seidman, 1985) to explore the possibility that sequencing largely depends on pragmatic factors. Faculty members ranked cards containing descriptions of the sequencing patterns from the pattern most like their course to that least like their course. As the interviewees thought aloud while sorting the cards, we learned that discipline-related ways of arranging content are sometimes modified by other influences.

The sequencing descriptions we developed in the *Reflections* study were revised for the Course Planning Exploration (CPE) to eliminate ambiguity. We added two new statements conveying: (1) a course arrangement based directly on job requirements for graduates, and (2) a course arrangement based on values clarification. The category addressing pragmatic factors was eliminated because of lack of endorsement in the *Reflections* study.

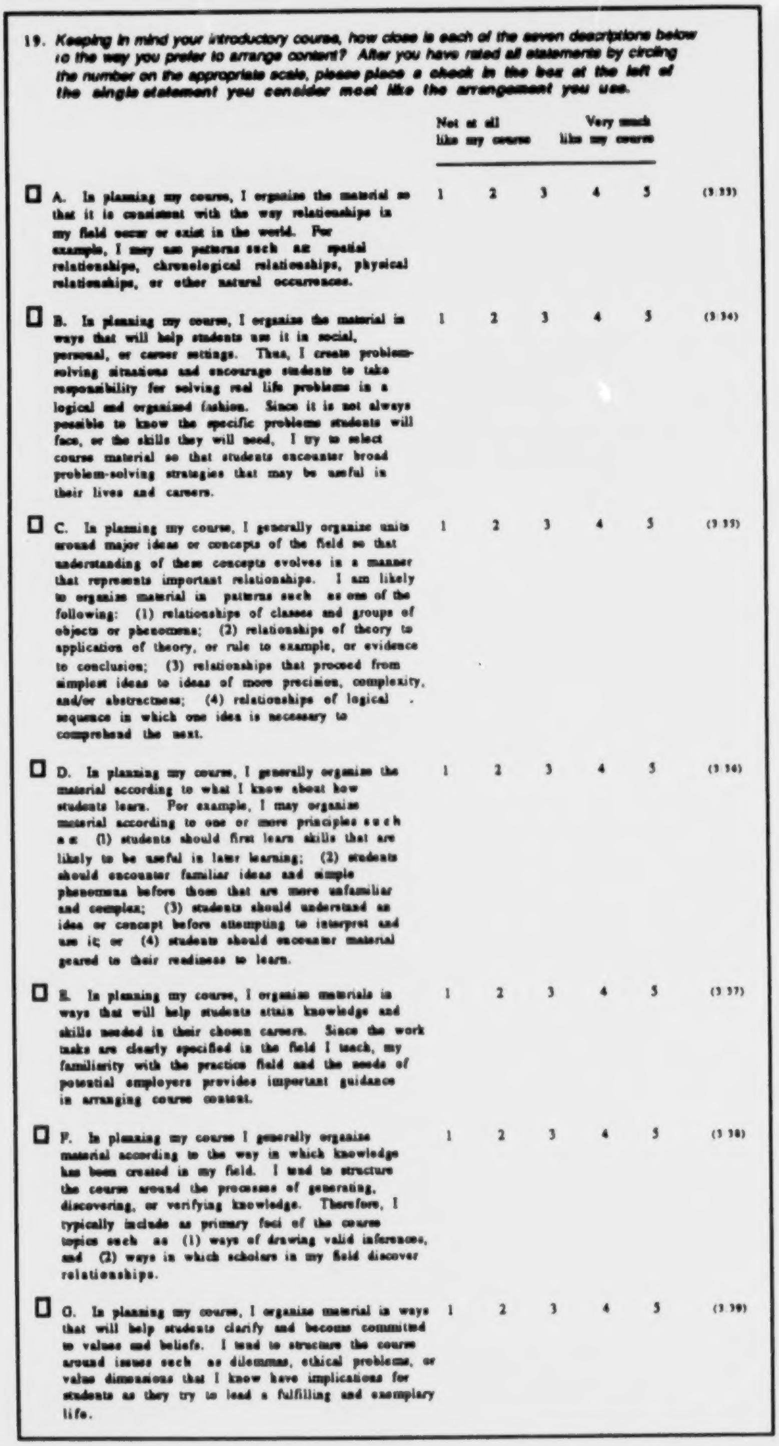
Instructors were asked to respond on Likert-type scales rather than to rank the statements. In addition to rating each statement on a five-point scale, respondents were also asked to select a single preferred sequencing arrangement for their introductory course. The question asked is shown in Figure 21.

The percentage of faculty members who judged each of the seven statements as like or unlike their way of arranging course content is given in Table 77. Table 78 presents the percentage of faculty members who selected each statement as "most like my own course."

Three descriptions tended to be most like the course arrangements faculty reported using: "the way in which major concepts and relationships are organized" (concept-based; 74.9%); "the way I know students learn" (learning-based; 57.4%); and "the way relationships occur in the real world" (structurally-based; 47.1%). The other four choices were chosen as "much like" or "very much like" my course arrangement by less than 35% of faculty members.

Substantial differences occurred among the various academic fields (Table 79). Most strikingly, preprofessional faculty more often selected sequencing patterns based on knowledge utilization and career preparation and less often chose sequences premised on how knowledge was created in the field. Among the professional fields, however, there were differences; consistent with their other responses in this survey, nursing instructors more often favored concept-based sequences and learning-based sequences than did instructors in the other two preprofessional fields.

The smallest percentages of faculty indicating that the most popular arrangement (concept-based) was like their course were in literature (55.7%) and Romance languages (55.0%). As we have previously noted, these are fields in which many faculty do not view their disciplines as sets of related concepts. Consistent with other educa-



19. *Keeping in mind your introductory course, how close is each of the seven descriptions below to the way you prefer to arrange content? After you have rated all statements by circling the number on the appropriate scale, please place a check in the box at the left of the single statement you consider most like the arrangement you use.*

	Not at all like my course				Very much like my course	
☐ A. In planning my course, I organize the material so that it is consistent with the way relationships in my field occur or exist in the world. For example, I may use patterns such as spatial relationships, chronological relationships, physical relationships, or other natural occurrences.	1	2	3	4	5	(3:33)
☐ B. In planning my course, I organize the material in ways that will help students use it in social, personal, or career settings. Thus, I create problem-solving situations and encourage students to take responsibility for solving real life problems in a logical and organized fashion. Since it is not always possible to know the specific problems students will face, or the skills they will need, I try to select course material so that students encounter broad problem-solving strategies that may be useful in their lives and careers.	1	2	3	4	5	(3:34)
☐ C. In planning my course, I generally organize units around major ideas or concepts of the field so that understanding of these concepts evolves in a manner that represents important relationships. I am likely to organize material in patterns such as one of the following: (1) relationships of classes and groups of objects or phenomena; (2) relationships of theory to application of theory, or rule to example, or evidence to conclusion; (3) relationships that proceed from simplest ideas to ideas of more precision, complexity, and/or abstractness; (4) relationships of logical sequence in which one idea is necessary to comprehend the next.	1	2	3	4	5	(3:35)
☐ D. In planning my course, I generally organize the material according to what I know about how students learn. For example, I may organize material according to one or more principles such as (1) students should first learn skills that are likely to be useful in later learning; (2) students should encounter familiar ideas and simple phenomena before those that are more unfamiliar and complex; (3) students should understand an idea or concept before attempting to interpret and use it; or (4) students should encounter material geared to their readiness to learn.	1	2	3	4	5	(3:36)
☐ E. In planning my course, I organize materials in ways that will help students attain knowledge and skills needed in their chosen careers. Since the work tasks are clearly specified in the field I teach, my familiarity with the practice field and the needs of potential employers provides important guidance in arranging course content.	1	2	3	4	5	(3:37)
☐ F. In planning my course I generally organize material according to the way in which knowledge has been created in my field. I tend to structure the course around the processes of generating, discovering, or verifying knowledge. Therefore, I typically include as primary foci of the course topics such as (1) ways of drawing valid inferences, and (2) ways in which scholars in my field discover relationships.	1	2	3	4	5	(3:38)
☐ G. In planning my course, I organize material in ways that will help students clarify and become committed to values and beliefs. I tend to structure the course around issues such as dilemmas, ethical problems, or value dimensions that I know have implications for students as they try to lead a fulfilling and exemplary life.	1	2	3	4	5	(3:39)

Figure 21. Content arrangement (CPE-I survey, question 19, pages 16-17).

TABLE 77

Preferred Method of Arranging Course Content ("Very Much Like My Course")

PREFERRED METHOD	GENERAL EDUCATION (*n*=2105) (%)	PRE-PROFESSIONAL (*n*=206) (%)	ALL (*N*=2311) (%)
Way relationships occur in real world (Structurally-based)	47.9	39.8	47.1
Way students will use it in social, personal or career setting (Knowledge utilization)	27.5	62.3	30.5
Way major concepts and relationships are organized (Concept-based)	71.0	70.7	74.9
Way I know students learn (Learning-based)	57.2	58.9	57.4
So that students prepare directly for careers (Vocationally-based)	15.4	64.5	19.8
Way knowledge has been created in my field (Knowledge creation)	33.0	26.6	32.5
To help students clarify values and commitments (Value-based)	29.2	39.9	30.2

Reference: Appendixes E and F, Tables 25-GE and 25-P.

TABLE 78

Preferred Method of Arranging Content ("Most Like My Course")

PREFERRED METHOD	GENERAL EDUCATION (*n*=2105) (%)	PRE-PROFESSIONAL (*n*=206) (%)	ALL (*N*=2311) (%)
Way relationships occur in real world (Structurally-based)	16.1	4.4	15.1
Way students will use it in social, personal or career setting (Knowledge utilization)	6.6	20.3	7.8
Way major concepts and relationships are organized (Concept-based)	40.5	40.7	40.5
Way I know students learn (Learning-based)	21.2	7.7	20.1
So that students prepare directly for careers (Vocationally-based)	2.4	17.6	3.7
Way knowledge has been created in my field (Knowledge creation)	6.0	2.2	5.7
To help students clarify values and committments (Value-based)	7.1	7.1	7.1

Reference: Appendixes E and F, Tables 26-GE and 26-P

tional beliefs and views of the discipline they reported in this survey, 78.1% of the composition faculty but only 34.1% of the history faculty used a learning-based course arrangement. The pattern was reversed for structurally-based arrangements; 72.7% of the history faculty used this course arrangement pattern (emphasizing the chronological nature of their field) but only 34.0% of the composition faculty and 32.0% of the Romance language faculty did so.

Overall, only 32.5% of the faculty said they arranged their course according to the way knowledge in their field had been created. Psychology faculty were most likely to do so (43.6%) while Romance language faculty were least likely to do so (15.5%). While the field's mode of inquiry may be introduced in an introductory course, it seldom forms the basis for organizing course content.

Faculty members in varied fields gave widely different ratings to the idea of arranging a course so that students can clarify values and develop commitments. Instructors in literature (55.7%), history (45.6%), and sociology (42.1%) viewed this description as much like the way they arrange their course while mathematics (4.0%), Romance language (11.9%), and biology instructors (18.1%) felt it was not at all like their way.

Two sequencing options described the use of the course material in the world outside college. We called one knowledge utilization because it very broadly described arranging material as students might use it in personal, social, and career settings. We called the second description vocational because it focused more narrowly on immediate usefulness in a career with well-defined skills or requirements. A third or more of faculty members in sociology (42.8%), foreign language (38.8%), composition (37.6%), and psychology (34.4%) believed they arranged material in ways that students would find broadly useful. Only mathematics faculty members (30.6%) and preprofessional instructors (64.5%) indicated that they arranged material in their courses in a way directly relevant to specific careers. Except in history, faculty members in the same disciplines tend to arrange their courses the same way, regardless of the type of college in which they teach.

When faculty chose the single paragraph description that was most like their course arrangement, the response patterns obtained were similar to those described above (Table 79). Most faculty (40.5%) selected concept-based arrangements; 20.1% of the faculty selected learning-based; 15.1% selected structurally-based organization, and the remaining few selected one of the other four arrangements. The first choices of instructors from each general education field matched the rankings they assigned to individual descriptions. Similarly, the rankings remained the same for the preprofessional faculty, namely, concept-based, knowledge utilization, vocational.

Correlations of the ratings faculty gave to each of the ways of arranging course content are shown in Table 80. Correlational patterns are difficult to interpret and the factor structure underlying this set of responses is weak (Appendix G, Table 18). It seems likely, however, that certain arrangements, such as knowledge utilization, can co-exist more readily in the same course with some patterns such as learning-based or concept-based arrangements while coming into potential conflict with other patterns such as structurally-based or knowledge-creation sequences.

TABLE 79

Faculty Preferences for Arranging Course Content—Summary

PERCENTAGE OF FACULTY MEMBERS REPORTING THAT:

(A) - This is the statement most like how I arrange content in my course.
(B) - This statement is much like how I arrange content in my course.

		All faculty	Comp	Lit	Hist	Soc	Psych	Bio	Math	Fine arts	Lang	Ed psych	Nurs	Bus
Conceptually-based	(A)	40.5	29.4	33.7	25.5	50.8	58.7	59.3	55.9	35.8	23.4	51.3	46.8	30.9
	(B)	71.0	65.7	55.8	63.5	84.9	77.6	87.7	83.2	65.7	55.0	76.1	91.0	62.2
Learning-based	(A)	20.1	40.6	12.1	3.5	12.3	7.8	10.1	23.8	14.5	51.9	7.7	6.5	8.6
	(B)	57.4	78.1	46.9	34.1	48.5	48.6	43.4	69.9	47.0	77.6	56.5	74.2	48.9
Structurally-based	(A)	15.1	4.8	23.2	46.8	3.8	7.8	21.1	3.5	33.2	4.5	2.6	4.8	4.9
	(B)	47.1	34.0	48.5	72.7	41.7	40.5	62.4	40.2	63.6	32.0	42.2	45.4	34.4
Knowledge utilization	(A)	7.8	10.3	2.6	1.7	13.1	10.2	1.0	4.2	4.2	14.9	12.8	17.7	25.9
	(B)	30.5	37.6	18.3	16.0	42.7	34.4	16.7	26.3	17.7	38.8	63.1	62.1	62.3
Values-based	(A)	7.1	6.4	23.2	12.1	10.8	7.8	3.0	0.0	4.1	0.0	10.3	4.8	7.4
	(B)	30.2	31.0	55.7	45.6	42.1	34.6	18.1	4.0	27.2	11.9	37.0	40.3	41.1
Knowledge creation	(A)	5.7	5.3	5.3	10.0	9.2	7.8	4.5	4.5	6.2	2.6	2.6	0.0	3.7
	(B)	32.5	28.8	32.0	39.2	39.1	43.6	36.5	36.0	27.6	15.5	21.8	29.9	26.6
Vocationally-based	(A)	3.7	3.2	0.0	0.4	0.0	0.0	1.0	8.0	2.1	2.6	12.8	19.4	18.5
	(B)	19.8	18.7	5.8	8.8	11.6	12.8	14.2	30.6	6.4	19.6	56.6	80.6	56.7

Reference: Appendix E and F, Table 26-GE and 26-P.

TABLE 80

Intercorrelation of Preferred Ways of Arranging Course Content*

	CONTENT ARRANGEMENT					
CONTENT ARRANGEMENT	Structurally-based	Knowledge utilization	Concept-based	Learning-based	Vocationally-based	Knowledge creation
Knowledge utilization	15					
Concept-based	15	17				
Learning-based	-02	31	22			
Vocationally-based	11	45	14	32		
Knowledge creation	21	19	19	06	27	
Value development	15	36	03	05	16	32

Notes: $N = 2057$, $df = 2055$; correlations greater than .04 are significant at $p = .05$.
*Decimal points omitted.

Assisting and Monitoring Student Learning

According to previous research, college faculty rely heavily on lectures as a teaching strategy and they do so most frequently in introductory courses (Thielens, 1987). Given this well-established teaching mode, considerable attention has been given recently to encouraging activities in which students are more active and to suggesting ways that instructors may know that students are awake, involved, and learning (Cross, 1986).

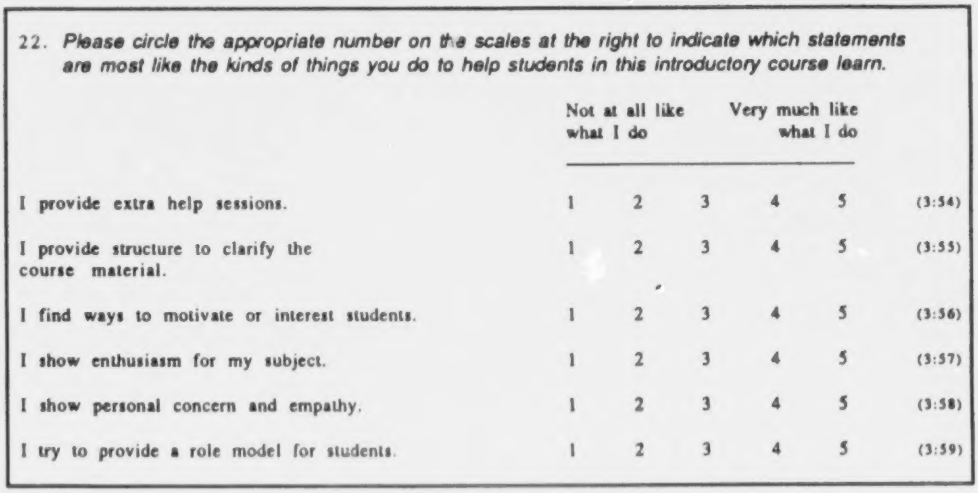
In the *Reflections* study, we did not ask instructors whether they lectured. Proceeding more indirectly, we asked them to estimate the percentage of communication going from student to teacher and, reciprocally, from teacher to student in the classroom. The answers confirmed that (except in English classes) instructors do communicate *to* students much of the time rather than receiving communications *from* them. During the interviews, faculty members shared various reasons for this.

We also asked instructors how they knew whether students were involved in learning and how they monitored and assisted the learning process. The interviewees contributed a variety of common ways to assist students; among them, informal methods predominated, and some were more typical at certain types of institutions. For example, at community colleges instructional assistance or tutoring centers were frequently mentioned; at small liberal arts colleges instructors were more likely to work individually with students after class or during office hours.

In the Course Planning Exploration (CPE), faculty were asked to indicate which methods of assisting and monitoring learning were most like their own teaching behavior. For ways of monitoring student involvement in learning, we also asked how much confidence instructors had in ten indicators. To accommodate differences among disciplines, a "not applicable" response category was included. Figures 22 and 23 show the survey questions.

Assisting Students

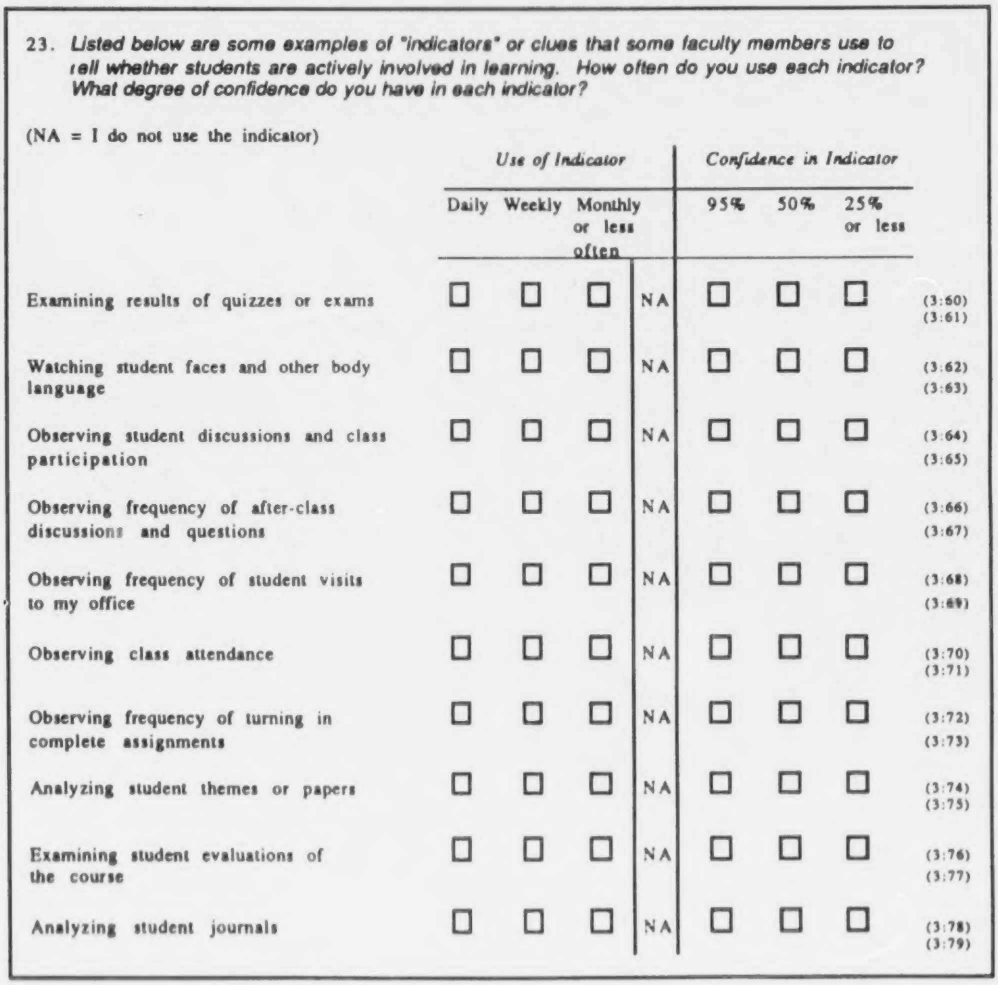
Over 50% of faculty members in all introductory courses said they assisted students' learning in each of the ways mentioned in the survey questions. Over 80% said they provided structure to clarify material, tried to find ways to motivate students, showed enthusiasm for their subject and personal concern for students, and tried to provide a role model. The responses are summarized in Table 81 and the discipline differences in Table 82. Because of the high percentages of the faculty saying all methods were "much like" their own teaching actions, the slight variations across disciplines seem inconsequential. "Providing extra help sessions," was the option least frequently endorsed by faculty as like their own practice and one that varied substantially by discipline. Overall, 51.3% of the faculty said they provide such help; the percentage ranged from lows of 37.9% in fine arts and 36.3% in business to highs of 62.0.% in mathematics, 67.7% in composition, and 76.1% in nursing. Consistent with our finding in the *Reflections* study, within disciplines, extra help sessions were reported more frequently in liberal arts colleges. One explanation may be that tutorial assistance centers are more often used in large institutions such as comprehensive universities and some community colleges. All of the different types of help are typically used at some time by most faculty, as indicated by the single factor on which all items are associated (Appendix G-19).



22. *Please circle the appropriate number on the scales at the right to indicate which statements are most like the kinds of things you do to help students in this introductory course learn.*

	Not at all like what I do			Very much like what I do		
I provide extra help sessions.	1	2	3	4	5	(3:54)
I provide structure to clarify the course material.	1	2	3	4	5	(3:55)
I find ways to motivate or interest students.	1	2	3	4	5	(3:56)
I show enthusiasm for my subject.	1	2	3	4	5	(3:57)
I show personal concern and empathy.	1	2	3	4	5	(3:58)
I try to provide a role model for students.	1	2	3	4	5	(3:59)

Figure 22. Ways of helping students learn (CPE-I survey, question 22, page 19).



23. *Listed below are some examples of "indicators" or clues that some faculty members use to tell whether students are actively involved in learning. How often do you use each indicator? What degree of confidence do you have in each indicator?*

(NA = I do not use the indicator)

	Use of Indicator				*Confidence in Indicator*			
	Daily	Weekly	Monthly or less often		95%	50%	25% or less	
Examining results of quizzes or exams	☐	☐	☐	NA	☐	☐	☐	(3:60) (3:61)
Watching student faces and other body language	☐	☐	☐	NA	☐	☐	☐	(3:62) (3:63)
Observing student discussions and class participation	☐	☐	☐	NA	☐	☐	☐	(3:64) (3:65)
Observing frequency of after-class discussions and questions	☐	☐	☐	NA	☐	☐	☐	(3:66) (3:67)
Observing frequency of student visits to my office	☐	☐	☐	NA	☐	☐	☐	(3:68) (3:69)
Observing class attendance	☐	☐	☐	NA	☐	☐	☐	(3:70) (3:71)
Observing frequency of turning in complete assignments	☐	☐	☐	NA	☐	☐	☐	(3:72) (3:73)
Analyzing student themes or papers	☐	☐	☐	NA	☐	☐	☐	(3:74) (3:75)
Examining student evaluations of the course	☐	☐	☐	NA	☐	☐	☐	(3:76) (3:77)
Analyzing student journals	☐	☐	☐	NA	☐	☐	☐	(3:78) (3:79)

Figure 23. Indicators of student involvement (CPE-I survey, question 23, page 20).

TABLE 81

Ways of Assisting and Monitoring Student Learning ("Much Like What I Do")

METHOD	GENERAL EDUCATION (*n*=2105) (%)	PRE-PROFESSIONAL (*n*=206) (%)	ALL (*N*=2311) (%)
Provide extra help sessions	51.3	50.5	51.3
Provide structure to clarify material	82.6	85.5	82.9
Find ways to motivate students	80.8	86.4	81.3
Show enthusiasm for subject	97.2	98.1	97.3
Show personal concern for students	92.6	98.1	93.1
Provide role model for students	81.5	96.1	82.8

Reference: Appendixes E and F, Tables 27-GE and 27-P

TABLE 82

Ways of Assisting Student Learning

PERCENTAGE OF FACULTY MEMBERS REPORTING THAT:

"To assist student learning, the following are much like what I do in my introductory course":
(A) "Provide extra help sessions;"
(B) "Provide structure to clarify material;"
(C) "Find ways to motivate students;"
(D) "Show personal concern for students."

	(A) Ext. Help	(B) Clarify	(C) Motivate	(D) Concern
English composition	62.7	82.0	84.7	94.9
Literature	42.3	79.3	83.7	92.9
History	46.3	83.9	79.4	90.4
Sociology	45.3	81.9	83.4	90.7
Psychology	45.0	84.3	84.9	90.4
Biology	47.2	79.7	79.5	91.2
Mathematics	62.0	84.0	68.6	91.1
Fine arts	37.9	78.7	82.3	93.6
Romance languages	57.3	91.1	85.3	97.7
Educational psychology	41.7	87.5	85.5	100.0
Nursing	76.1	92.6	88.1	100.0
Business	36.3	79.1	85.8	95.6
All faculty	51.3	82.9	81.3	93.1

Reference: Appendix E and F, Tables 27-GE and 27-P

Monitoring Learning

Faculty members use various indicators to monitor students' involvement in their learning and have varying degrees of confidence in the accuracy of the indicators. Simplified results, focusing on the percentage reporting that the indicators are used daily, are summarized in Tables 83 and 84. (For more detail, see Appendix E, Table 28.)

Faculty most frequently use personal observations to determine if students are involved. For example, Table 83 shows some indicators that faculty members said they use frequently, such as watching student faces, observing discussions, and monitoring class attendance. Table 84 shows the percentage of instructors who said they had 95% confidence that these frequently used indicators are correct. The fact that faculty frequently use an indicator of involvement does not mean they have a high degree of confidence in it.

Overall, combining indicators used at least weekly or daily, more than 60% of faculty members said they observe how frequently students visit them in their offices, ask questions after class, and complete assignments on a daily or weekly basis.

Faculty members use exams and assignments as monitoring devices on a less frequent basis than personal observations. Student journals are used very infrequently, and primarily by composition and literature instructors. Only 8.0% of the faculty said student evaluations were *not* applicable, but such evaluations were not used for frequent feedback. Overall, about 85% of the faculty said they use such evaluations monthly or less frequently, indicating that most faculty probably use such evaluations only at the end of the term.

Another way to interpret these data is to combine items faculty feel are *not* applicable in their field with those they use only monthly to determine which strategies are used *least* often (Table 85).

This tally provides little new information to those familiar with college teaching. Faculty members have strongest confidence in traditional ways of monitoring student learning, including exams, papers, and completed assignments; they use these indicators most frequently (Appendixes E and F, Table 29).

Disciplines differed in expected ways: faculty from concept-oriented subjects, such as biology and mathematics, relied more heavily on examinations; faculty teaching courses that develop oral skills (such as Romance languages) relied more heavily on class discussions. When each discipline was considered separately, faculty at smaller types of colleges put more confidence in class attendance as an indicator. Factor analysis of this set of items (Appendix G, Table 20) indicates that faculty are likely to rely on several similar strategies within these general types, such as personal observations, written assignments, and examinations.

Summary

Our notion of the patterns of course decisions that lead to course "form" are still incomplete. We now know that most faculty members select subject matter first but others establish goals and objectives or select learning materials as a first step. The first steps that faculty members take are often characteristic of the field they teach and are closely related to educational beliefs and influences typical for that field. We do not yet have a good grasp, either, on the ways faculty use feedback they obtain to revise their course planning strategies.

TABLE 83

Useful Indicators of Student Involvement

INDICATOR	GENERAL EDUCATION (*n*=2105) (%)	PRE-PROFESSIONAL (*n*=206) (%)	ALL (*N*=2311) (%)
Examine results of quizzes/exams			
Daily	4.3	1.5	4.0
NA	4.3	2.4	4.2
Watch student faces			
Daily	88.0	78.6	87.2
NA	2.5	1.0	2.4
Observe discussions and participation			
Daily	73.7	70.9	73.5
NA	4.0	1.0	3.8
Observe after-class questions			
Daily	43.4	38.4	42.9
NA	16.8	15.8	16.7
Observe frequency of student office visit			
Daily	28.4	27.5	28.3
NA	17.3	16.2	17.2
Observing class attendance			
Daily	79.4	70.4	78.6
NA	3.2	4.4	3.3
Observing frequency of completing assignments			
Daily	35.2	28.2	34.6
NA	13.1	10.2	12.8
Analyze student papers and themes			
Daily	14.9	9.8	14.4
NA	22.7	16.7	22.1
Examine student course evaluations			
Daily	4.1	5.9	4.2
NA	8.4	4.4	8.0
Analyze student journals			
Daily	2.0	1.0	1.9
NA	68.6	67.3	68.5

Reference: Appendix E and F, Tables 28-GE and 28-P

TABLE 84

Monitoring Indicators Faculty Use Most Often

INDICATOR	DAILY	WEEKLY	95% CONFIDENCE
Watching student faces	88.0%	7.3%	45.7%
Class attendance	78.6%	13.9%	39.9%
Observing discussions and student participation	73.5%	19.4%	50.0%

Reference: Appendixes E and F, Tables 28-GE and 28-P.

TABLE 85

Monitoring Indicators Faculty Use Least Often

INDICATOR	(A) "NOT APPLICABLE"	(B) "MONTHLY USE"	(A+B) "INFREQUENT USE"	"95% CONFIDENCE"
Watch faces	2.4	2.4	4.8	46.0
Attendance	3.2	4.0	7.2	39.9
Class discussion	4.0	3.3	7.3	49.7
After-class discussion	16.7	17.0	33.7	20.9
Office visits	17.2	21.5	38.7	15.4
Exams results	4.2	53.8	58.0	62.2
Complete assignments	12.8	19.1	31.9	46.5
Student papers	22.1	34.6	56.7	50.5
Student evaluations	8.0	84.7	92.7	21.4
Student journals	68.5	24.8	93.3	7.7

Reference: Appendixes E and F, Tables 29-GE and 29-P

Chapter 5. Refining and Using the Contextual Filters Model

This survey of influences on course planning among college faculty confirmed and extended a list of influences and planning steps identified in earlier interviews. Based on the interviews, we developed the contextual filters model of course planning. The data from the study presented here allowed us to refine the model. We found that influences represented in the original model are present on most campuses, but their importance varies dramatically for different teaching fields. The importance of each influence also varies, but less dramatically, with the type of college. Since the model is essentially descriptive rather than prescriptive, with variations occurring by setting and discipline, perhaps it is best described as a theme with observable variations. The model does not describe or advocate a "best way" to plan courses.

As far as we know, this was the first large-scale, nationally representative study of course planning in higher education. Although descriptive data from a survey cannot generate rules for good course planning, the data can help faculty to identify planning alternatives. In addition, understanding which factors influence planning choices can help faculty plan better and thus improve student learning. To facilitate discussion of planning options and influences by faculty, we are modifying our survey instrument and developing an accompanying manual that individual colleges or departments may use for group self-study.

In this final chapter we expand on the results reported in preceding chapters by refining and illustrating the contextual filters model. Then we discuss questions arising from the findings and suggest avenues for additional research. Finally, we mention briefly several practical applications of what we have learned thus far about course planning.

Our survey results confirmed the usefulness of our original contextual filters model in describing course planning. We continue to observe that "content influences"—the discipline taught, the instructor's training in it, and the educational beliefs typically associated with it—most strongly influence how faculty members plan courses. The ways faculty typically arrange course subject matter and how they monitor and assist student learning also are discipline-related.

Beyond these field-specific influences, the college context in which the course planning takes place may also influence a faculty member's planning. Among the strongest "contextual influences" are the characteristics of students and the goals of students, programs, and colleges. Other influences are either far less potent or faculty are less aware of them; they may be important only in certain fields or settings. Thus, the college setting serves as a mediator of the content influences on planning rather than as a prime catalyst for educational decisions.

Although the model identifies and includes most existing influences on course planning, the strength of each influence depends first on the discipline being taught and, as we have mentioned, less strongly on the college setting. Thus, the model is a basic framework whose elements can be more completely specified for each field and, in some cases, for the type of college. Finally, although faculty members teaching in a given discipline or group of related disciplines often bring similar perspectives to course planning, not all faculty members within a discipline think alike. Because of their own backgrounds, prior teaching experiences, and other factors, as well as their teaching context, a few faculty members in each field will plan quite differently from their colleagues.

To illustrate these conclusions about the contextual filters model, we proceed in four steps.

First, we describe the components of the model, that is, the various influences on introductory course planning that we have identified. This version of the model is the basic framework and includes a wide variety of potential influences, only some of which are important in a given situation. Our purpose is to describe the parts of the framework and our understanding of the relationships among them.

Second, we shade the components of the model to represent a composite model graphically. The composite model shows the relative importance of the influences to the nationally representative group of faculty respondents to our survey—2,311 faculty members teaching introductory courses in twelve fields at 97 colleges. This composite model does not represent any single instructor's planning strategies since the importance ascribed to each component depends on the particular mix of faculty members responding to the survey. It does serve, however, to identify planning influences that are particularly important or unimportant to large numbers of faculty members. In this sense, the composite model is a useful heuristic to guide discussion of course planning.

Third, we use the basic framework to develop four field-specific profiles approximating the strength of the influences on faculty members teaching diverse fields. The four profiles illustrate clusters of fields in which faculty hold similar beliefs about the nature of the disciplines and the purposes of education. In each graphic portrayal, we have used succinct labels to represent complex constructs originally embedded in detailed statements or lists of diverse items. In reading these sections, the reader may wish to return occasionally to Chapters 2 through 4 for full descriptions of each influence.

Finally, we provide, in greater detail, some comparisons of faculty members' responses in various disciplines that allow the reader to estimate a field-specific profile for a discipline of specific interest.

The Basic Contextual Filters Model

Content and Background Considerations

Faculty responses to questions about their disciplines, backgrounds, and educational beliefs reinforced our earlier sense that these influences on course planning are difficult to separate and must be treated as linked together. We called the combination of these three sets "content and background considerations" or simply "content." Our survey tapped this group of influences through several overlapping sets of questions: faculty demographics, estimates of important reasons for choosing content, ratings of various statements describing educational beliefs, and faculty characterizations of their fields. Because of the overlap, we exercised latitude in combining two sets of data to develop the framework for content influence. Thus, the elements of the basic framework shown in Figure 24 do not correspond precisely to either the six content factors we derived in Table 31 or the eight statements of educational beliefs that were included in the survey. Rather, we have provided places in the model for important content influences drawn from either or both of these survey sections.

On the left side of Figure 24 we show influences on course planning due to faculty background and characteristics, including training. We placed these influences as the first frame in the model because faculty background, training, and relatively stable values and beliefs about the world generally characterize instructors before they assume the course planning role. Among faculty, scholarly training includes discipline-related non-academic work experience before, during, or after assuming the teaching position,

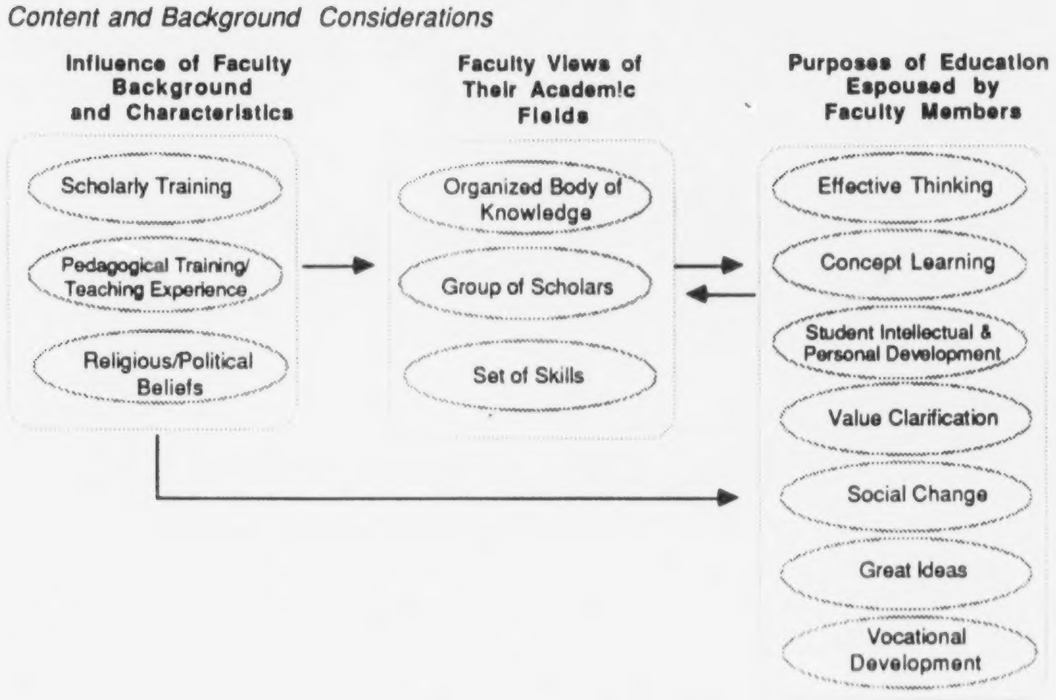

Content and Background Considerations
Influence of Faculty Background and Characteristics
Scholarly Training
Pedagogical Training/ Teaching Experience
Religious/Political Beliefs
Faculty Views of Their Academic Fields
Organized Body of Knowledge
Group of Scholars
Set of Skills
Purposes of Education Espoused by Faculty Members
Effective Thinking
Concept Learning
Student Intellectual & Personal Development
Value Clarification
Social Change
Great Ideas
Vocational Development

Figure 24. Relationship of content and background considerations.

although few faculty members reported such experiences. Similarly, pedagogical training for college teachers includes that acquired on the job—since, for many, this is the only training they received. We did not incorporate faculty members' personal characteristics (age and gender), since faculty believed these characteristics were not influential and we found weak relationships between them and other influences on course planning.

The basic framework next shows three key faculty views of their academic fields. These statistically derived composite characterizations captured most of the faculty views in our sample. (See Chapter 2 for more complete descriptions of these views.) The arrow from faculty background characteristics to disciplinary views implies that background probably influences one's views of the teaching field.

Finally, the third content segment of the model includes seven different beliefs about the purposes of education. Faculty members may endorse more than one of these beliefs as important, but they seldom endorse all with equal fervor. Five of the beliefs are statements that faculty respondents in our survey rated directly: effective thinking, value clarification, social change, great ideas, and vocational development (see Chapter 2 for more complete survey statements). The remaining two beliefs, labeled "concept learning" and "students' personal and intellectual development," were not included in the set of beliefs about educational purpose in the initial survey; rather, they emerged in statistical analysis as the important objectives many faculty hoped to achieve in selecting certain course content. Thus, they earned a place in the educational purpose section of the model.

Based on the survey items that defined it, concept learning is a primary teaching goal of many faculty. Concept learning includes learning disciplinary and interdisciplinary concepts, understanding modes of inquiry, learning great ideas of the field, and understanding the relationships among ideas. In part, this educational purpose might be viewed as learning a discipline for its own inherent interest or value. The construct we called "student personal and intellectual development" included such related objectives as teaching students to search for meaning, to integrate ideas, to explore diverse viewpoints, and to develop a desire to investigate further on their own.

We use a two-way arrow between faculty views of their academic field and the purposes they espouse for education because we have no reason to assume that one of these sets of content influences develops before the other. Rather, from talking with faculty, we hypothesize that the interaction is dynamic and reciprocal—changing one's view of the discipline might change one's preferred view of educational purposes, or the reverse. We have drawn an additional arrow to show that faculty background also may influence faculty beliefs about educational purposes directly, without being modified by a disciplinary view. An example is a faculty member teaching in a denominational college who adheres to the college's religiously defined purpose, regardless of the field taught.

Contextual Filters

Deriving the contextual filters framework of the model (Figure 25) was somewhat more straightforward than the content section just discussed because the sets of influences were more directly encompassed by the survey items. We included comprehensive lists of potential contextual influences for faculty members to rate in the survey. The eight sets of influences derived through factor analysis resembled, but were not identical to, our a priori groupings. The frame labeled "other influences" can include institutional characteristics or other potentially important local considerations. As will become apparent shortly, we have arranged the influence frames to suggest that some sets are effective "filters" that screen or modify faculty views about course planning, while others are bypassed with little effect. Recall, too, that these sets represent faculty *perceptions* of what influences them in planning. While we know faculty generally reported their views accurately, some existing influences may have gone unnoticed. For example, institutional size may affect planning in distinct ways about which the faculty member is not conscious.

Course Decisions

Based on our earlier interviews, survey results, and subsequent conversations with faculty groups, we learned that context factors serve as mediators of the content in selecting instructional goals and activities. For example, the characteristics of students enrolled in a particular college setting may modify the way an instructor presents his or her discipline to students, but it is unlikely to change his or her own view of the discipline.

The section of our model concerned with how content considerations, modified by contextual influences, actually are translated into course decisions (Figure 26) is still underdeveloped. Most, but by no means all, faculty members select course content as a first step in course planning. Selecting learning materials and activities is often a last step, but not always. At some point in the process, specific arrangements of subject matter are chosen.

The strong correlations between the subject matter arrangements faculty said they used in their courses and their educational beliefs and disciplinary views suggest that subject matter arrangements may depend on discipline, irrespective of other influences and steps in course planning. To convey this graphically, we show subject matter selection as the point of entry to the course decision part of the framework; a solid arrow traces a direct path from selecting subject matter to choosing ways of arranging it. For many instructors, consciously attending to course objectives and selecting materials and activities may be brief "side trips" on the journey from discipline to content arrangement.

The dark arrows in the course decision part of the diagram show planning routes that faculty implied were quite common; the light arrows show routes that may be used less frequently or in special instances. Among college faculty, the decision-making process of course planning surely is seldom linear; it may move in varied ways among the decision points, revisiting each in a spiraling or iterative pattern. Finally, as we learned in our earlier interviews, the planning decisions made first may depend on whether the course is being routinely updated or substantially revised.

Feedback

Course planning occurs periodically with varying degrees of thoroughness and intensity. From our own teaching experiences, we know that the frequency and types of planning undertaken can vary based on instructors' assessment of success in a previous iteration. Thus, we have speculated that instructors may change their attention to either content or context influences, or both, based on the perceived success of course-planning decisions. This speculation is portrayed in the contextual filters model by feedback paths from decisions to each set of influences.

Most typically, we believe, the strength of the context influence changes as a result of feedback. For example, as a result of a course experience that is unsatisfying, an instructor may give added attention to student goals. Or, a faculty member in a college with a very distinctive mission may be influenced minimally by that mission the first time a course is planned, but more strongly influenced thereafter. In rarer instances, faculty beliefs about the purposes of education may change as well. Based on their degree of success in teaching certain types of students, for example, faculty members who

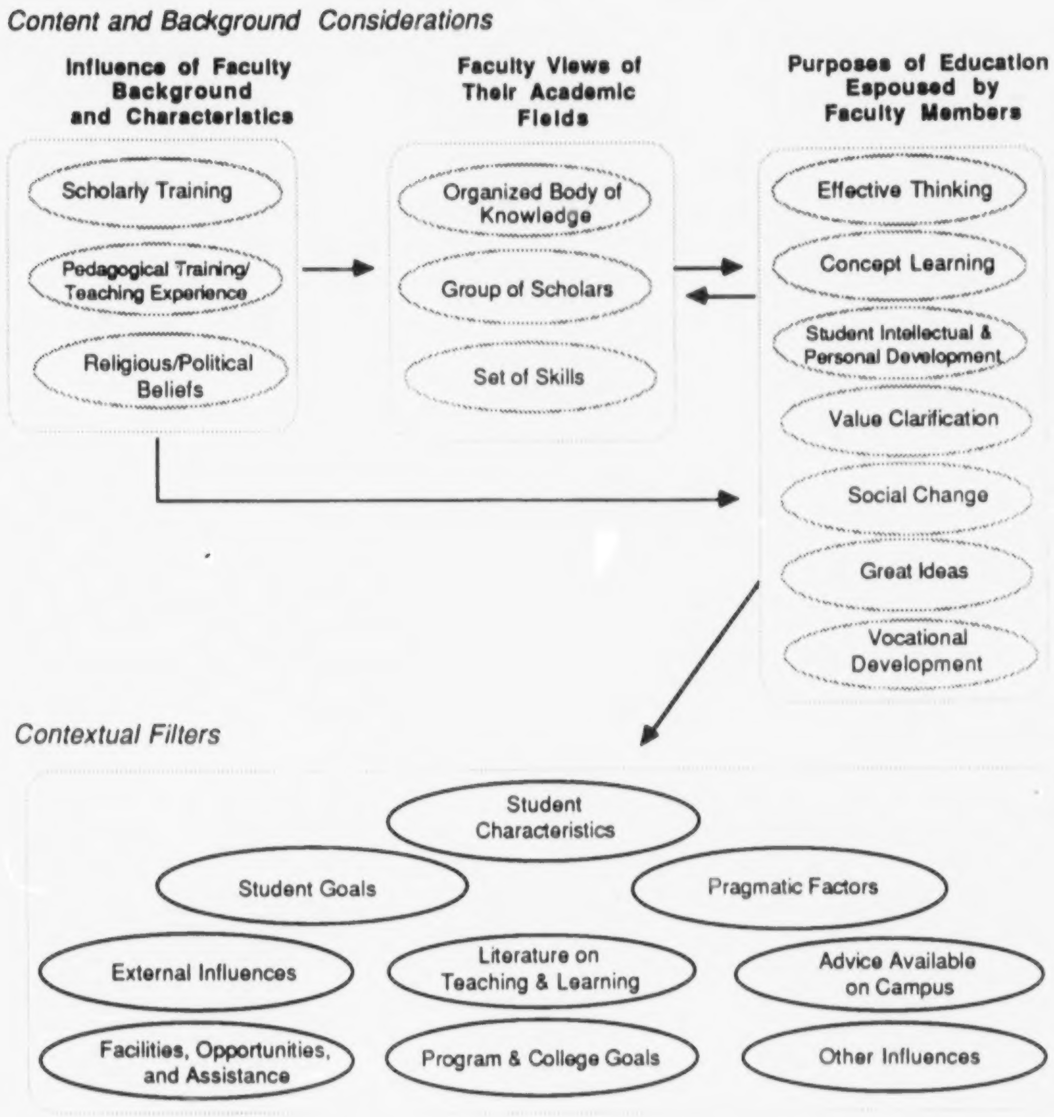

Content and Background Considerations
Influence of Faculty Background and Characteristics
Scholarly Training
Pedagogical Training/ Teaching Experience
Religious/Political Beliefs
Faculty Views of Their Academic Fields
Organized Body of Knowledge
Group of Scholars
Set of Skills
Purposes of Education Espoused by Faculty Members
Effective Thinking
Concept Learning
Student Intellectual & Personal Development
Value Clarification
Social Change
Great Ideas
Vocational Development
Contextual Filters
Student Characteristics
Student Goals
Pragmatic Factors
External Influences
Literature on Teaching & Learning
Advice Available on Campus
Facilities, Opportunities, and Assistance
Program & College Goals
Other Influences

Figure 25. Contextual filters' relationship with content and background considerations.

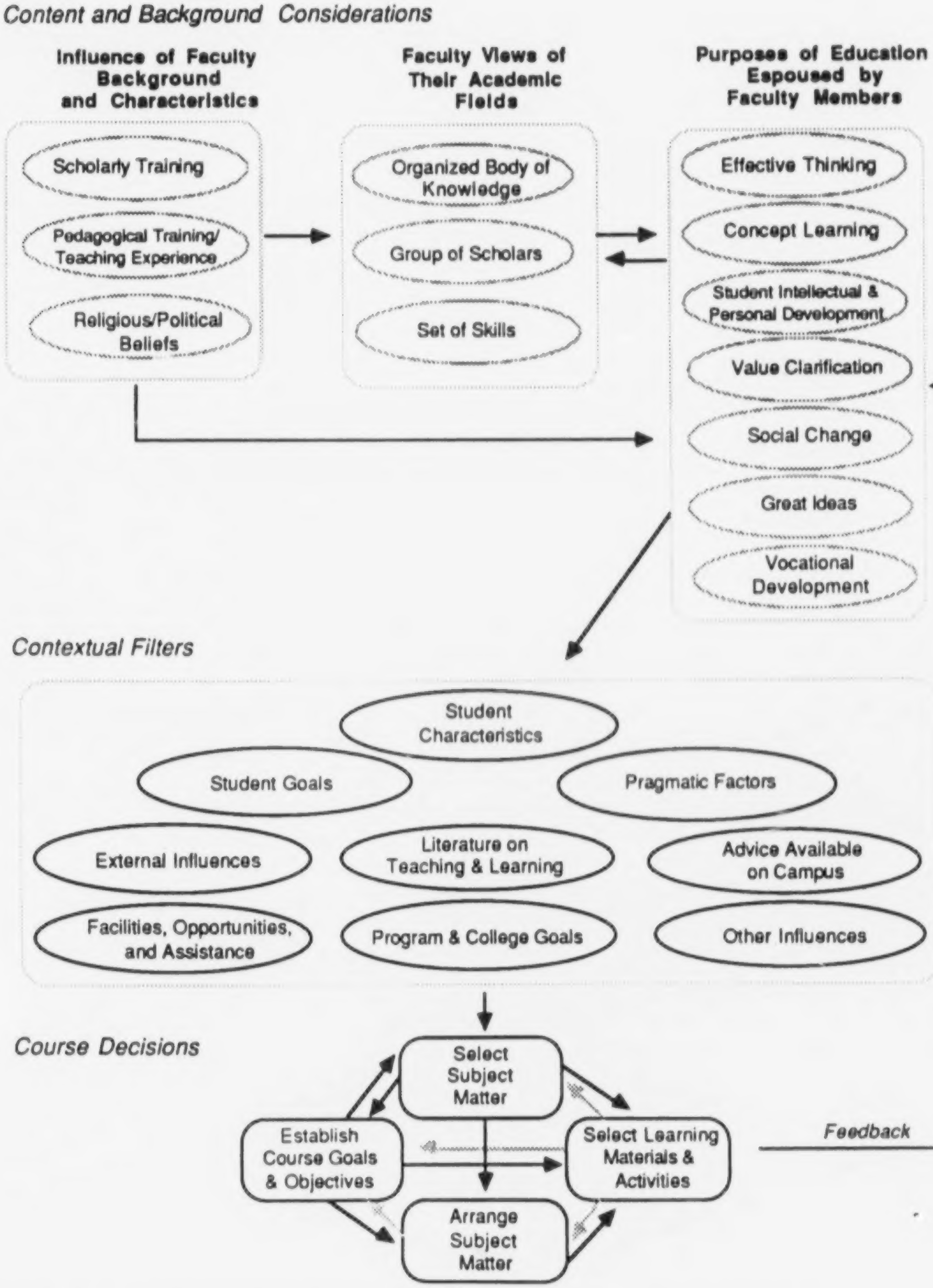

Content and Background Considerations
Influence of Faculty Background and Characteristics
Scholarly Training
Pedagogical Training/ Teaching Experience
Religious/Political Beliefs
Faculty Views of Their Academic Fields
Organized Body of Knowledge
Group of Scholars
Set of Skills
Purposes of Education Espoused by Faculty Members
Effective Thinking
Concept Learning
Student Intellectual & Personal Development
Value Clarification
Social Change
Great Ideas
Vocational Development
Contextual Filters
Student Characteristics
Student Goals
Pragmatic Factors
External Influences
Literature on Teaching & Learning
Advice Available on Campus
Facilities, Opportunities, and Assistance
Program & College Goals
Other Influences
Course Decisions
Select Subject Matter
Establish Course Goals & Objectives
Select Learning Materials & Activities
Arrange Subject Matter
Feedback

Figure 26. Basic framework of the contextual filters model of course design

emphasize disciplinary concepts may modify their attention to student goals, giving increased importance to how students will use these concepts in their future occupations.

The Refined Composite Model

Up to this point, we have discussed the elements of the basic contextual filters model and how they relate to each other. Now we present the composite model to illustrate the importance of each element to the total group of faculty surveyed. In graphically representing this composite model (Figure 27), we used shading rather than numbers to represent our interpretation because the varied metrics (including both factor-based indices and Likert-type scales) used in different parts of our survey analysis could confuse rather than clarify.

Most faculty believe their scholarly training is the strongest influence on course planning, followed by teaching experience and pedagogical training. Religious and political beliefs are far less important; at least faculty are aware of them only in specific settings and disciplines.

Among faculty surveyed (those teaching introductory courses in selected general education and professional fields), three academic field views were about equally common: (1) the academic field as an organized body of knowledge; (2) the academic field as a group of scholars exploring the world or explaining phenomena; and (3) the academic field as a set of skills to be mastered and applied. A slightly greater number of faculty said they viewed their field as an organized body of knowledge rather than either as a group of scholars or a set of skills. The relative frequencies of these disciplinary views would be different with a different mix of faculty.

Among the purposes of education, nearly all faculty members felt that effective thinking was of primary importance. Consistent with their view of the discipline as an organized body of knowledge, many also felt that learning concepts (including modes of inquiry and interrelatedness of disciplines) was important. In our sample, smaller numbers endorsed as their primary purpose the personal and intellectual development of students, value clarification, or social change. The least frequently endorsed purposes of education among our survey respondents were learning great ideas and vocational development. Again, the relative importance given to each of these purposes depends on the disciplinary mix of faculty surveyed.

Among the contextual factors that may affect course planning, student characteristics emerged as the most important influence among faculty generally. Note, however, that this most important contextual influence was slightly less important than the strongest content influences. College and program goals were believed to be quite influential but student goals slightly less so. Pragmatic factors (including textbook availability, class size, schedule, calendar, etc.) was one of the remaining six sets of influences faculty respondents viewed as relatively unimportant in planning.

As previously mentioned, we know less about the course decisions faculty make than about their perceptions of influences. Pending further analysis, we have shown "selecting subject matter" and "arranging" it as more important for faculty generally than the "side trips" of "establishing objectives" and "selecting learning materials." When discussing feedback, our faculty respondents told us that they observe how effectively students are learning in a variety of ways and that these observations contribute to their judgments about teaching effectiveness. Our knowledge of whether this feedback actually affects the strength of context or content influences on future course planning remains speculative.

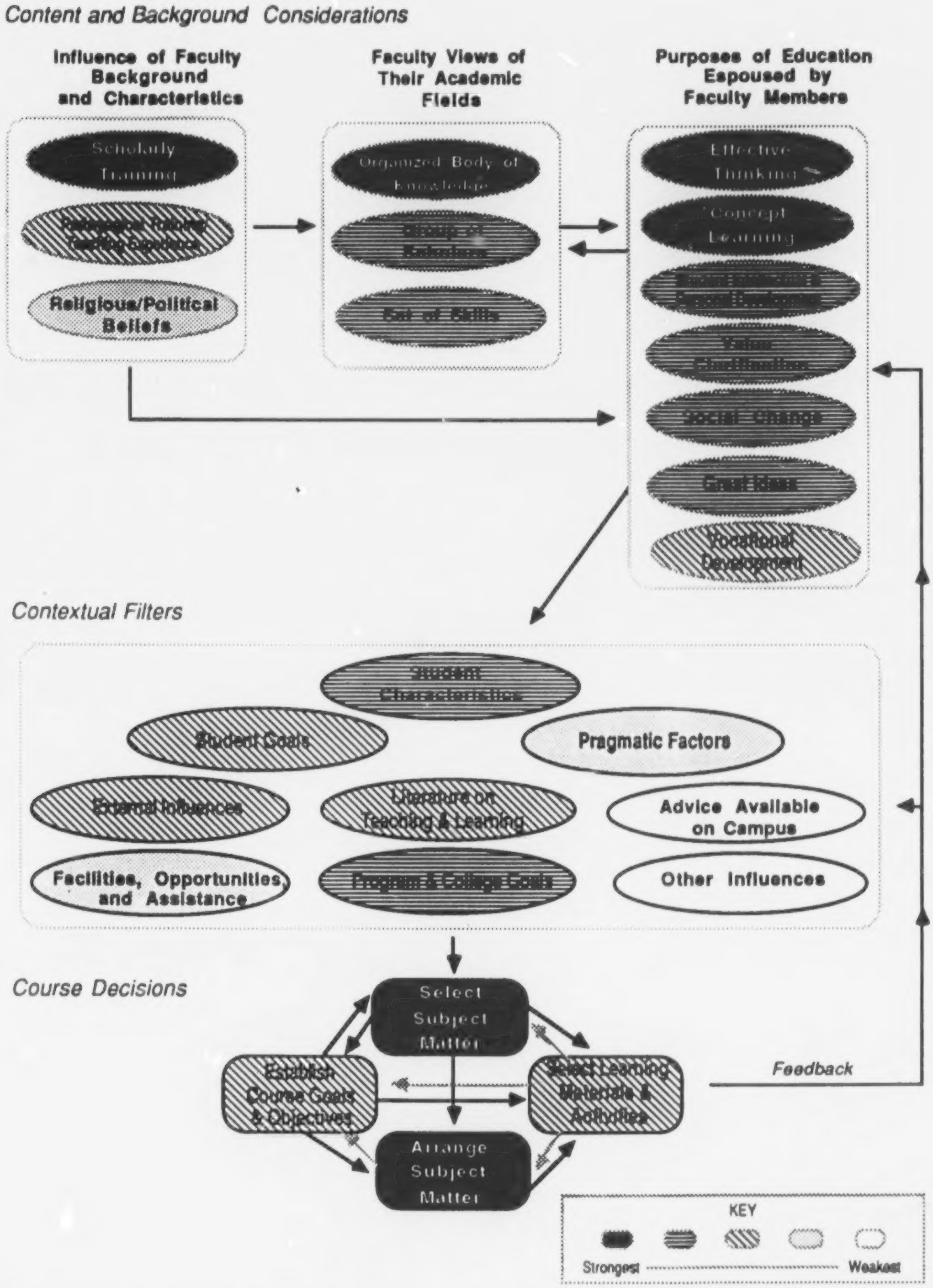

Content and Background Considerations
Influence of Faculty Background and Characteristics
Faculty Views of Their Academic Fields
Purposes of Education Espoused by Faculty Members
Scholarly Training
Religious/Political Beliefs
Organized Body of Knowledge
Group of Scholars
Set of Skills
Effective Thinking
Concept Learning
Values Clarification
Social Change
Great Ideas
Vocational Development
Contextual Filters
Student Characteristics
Student Goals
Pragmatic Factors
External Influences
Literature on Teaching & Learning
Advice Available on Campus
Facilities, Opportunities and Assistance
Program & College Goals
Other Influences
Course Decisions
Select Subject Matter
Establish Course Goals & Objectives
Select Learning Materials & Activities
Arrange Subject Matter
Feedback
KEY
Strongest
Weakest

Figure 27. Composite contextual filters model for all faculty surveyed.

Four Field-Specific Profiles of Course Planning

The four examples of course planning we have chosen to illustrate apply to groups of faculty. We will describe each of them briefly then discuss each in more detail. Profile One (Figure 28) represents faculty who view their field as a group of related interests, values, or scholars exploring these common interests and values. These faculty tend to select content to maximize students' personal development, enjoyment, search for meaning in life, useful problem solving, and ability to investigate independently. This orientation is exemplified in our particular sample by literature instructors. Less strongly and with some variations, it also describes many faculty teaching fine arts (appreciation courses, not performance or theory) and history.

Profile Two (Figure 29) includes faculty who view their field as an organized body of knowledge, including sets of principles, operations, and a mode of inquiry. These faculty are primarily interested in transmitting information about the organized knowledge base to students and helping students to interrelate the ideas. This orientation is exemplified by biology, and to a lesser extent sociology and psychology.

Faculty portrayed in Profile Three (Figure 30) view their subject as a set of skills to be learned and applied. To some extent, too, they may be interested in selecting content to insure development of basic skills useful in problem-solving, work, and career choice. The pattern is exemplified by English composition instructors and, to varying degrees, also fits introductory mathematics and Romance language faculty.

Profile Four (Figure 31) describes the planning assumptions of faculty members teaching introductory courses in business, a popular undergraduate major field today. In its emphasis on vocational purpose and the importance of student goals, this profile resembles that for the other introductory preprofessional courses in our survey, nursing and educational psychology. In other respects, such as the influence of such contextual factors as facilities, however, the three preprofessional fields we studied were dissimilar.

It should be stressed that these examples are empirically based portrayals of faculty who teach specific types and levels of courses. Most of these courses were either general education or college-wide core courses, not courses for majors or remedial courses. The courses were offered most frequently by single-field departments or divisions consisting of related fields and taught by both full-time and part-time faculty members. Even so, these sampling limitations are not too serious. Related analyses now in progress indicate that a subsample of these faculty members reported similar planning influences for upper-level courses they taught in the same discipline, and that planning influences on part-time and full-time faculty teaching the same field differed minimally.

Faculty members teaching introductory literature courses attributed strong influence on course planning to their scholarly training and very little influence to pedagogical training; typically they have little formal training in how to teach. Although there is variation among these instructors, the most striking characterization of their field is the view of many that literature is best represented by a group of scholars who pursue related interests. Literature faculty stand out from others in the emphasis they placed on value clarification and students' intellectual and personal development as key educational purposes. They use exposure to literature, sometimes including "great ideas," as a way to achieve these outcomes. Often, but not always, clarifying values may be linked with concern for social causes.

Literature teachers were strongly influenced by student characteristics but little by facilities, advice, and services available on campus or by external influences. For them, establishing course objectives seemed slightly less important than for faculty in many

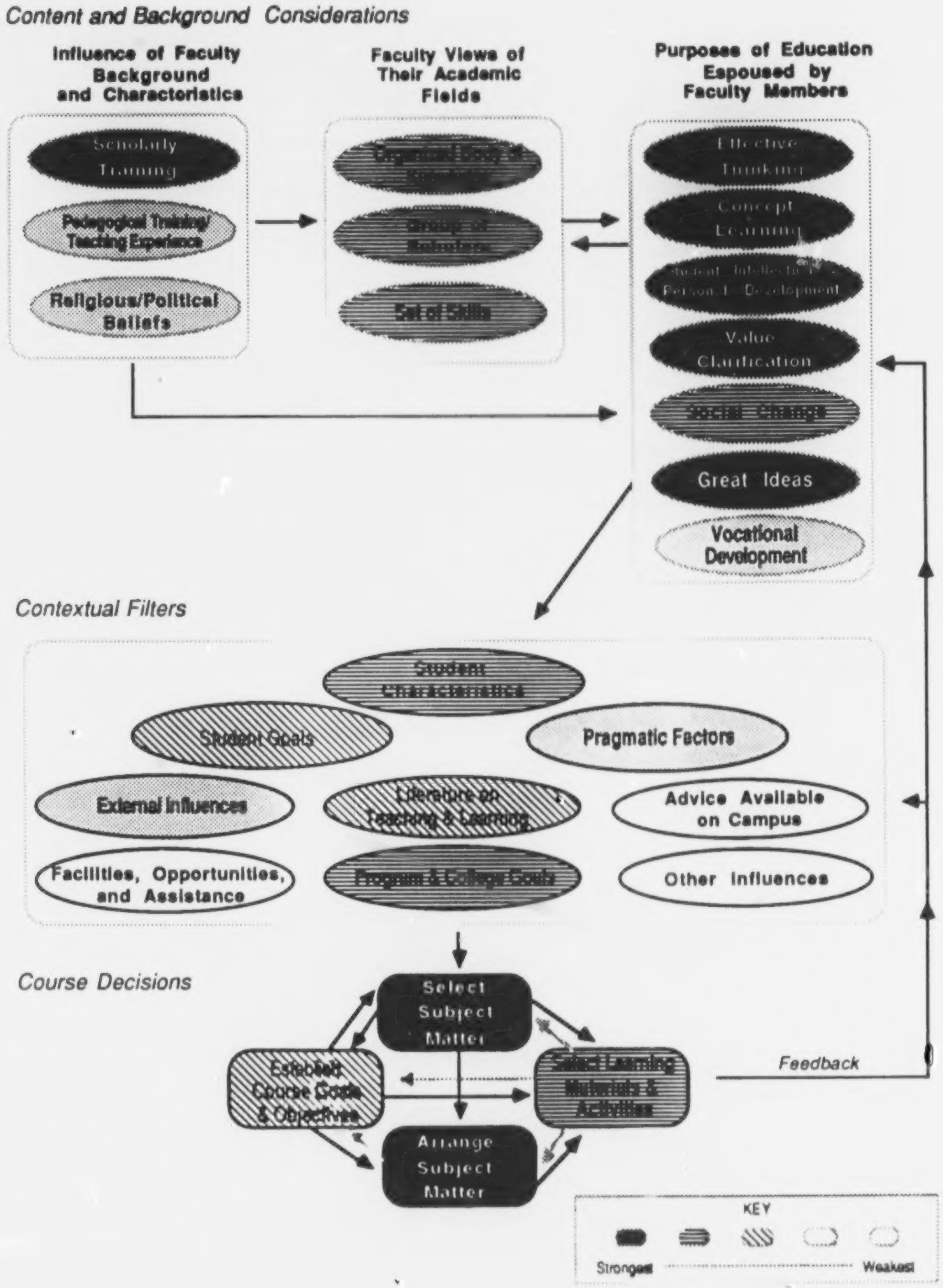

Content and Background Considerations
Influence of Faculty Background and Characteristics
Scholarly Training
Pedagogical Training/ Teaching Experience
Religious/Political Beliefs
Faculty Views of Their Academic Fields
Organized Body of Knowledge
Group of Scholars
Set of Skills
Purposes of Education Espoused by Faculty Members
Effective Thinking
Concept Learning
Student Intellectual & Personal Development
Value Clarification
Social Change
Great Ideas
Vocational Development
Contextual Filters
Student Characteristics
Student Goals
Pragmatic Factors
External Influences
Literature on Teaching & Learning
Advice Available on Campus
Facilities, Opportunities, and Assistance
Program & College Goals
Other Influences
Course Decisions
Select Subject Matter
Establish Course Goals & Objectives
Select Learning Materials & Activities
Arrange Subject Matter
Feedback
KEY
Strongest
Weakest

Figure 28. Profile one: Literature contextual filters model of course design.

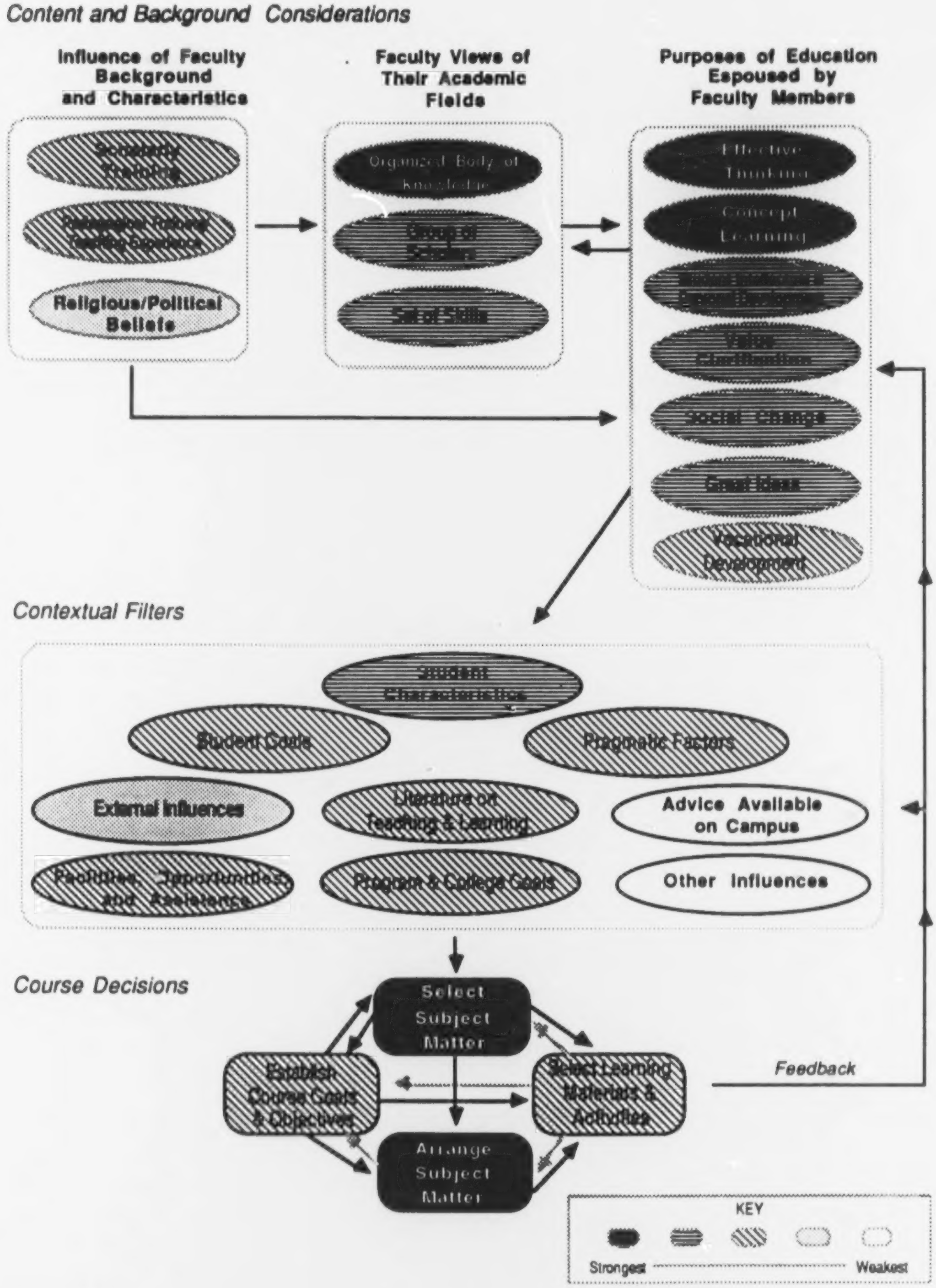

Content and Background Considerations
Influence of Faculty Background and Characteristics
Scholarly Training
Religious/Political Beliefs
Faculty Views of Their Academic Fields
Organized Body of Knowledge
Group of Scholars
Set of Skills
Purposes of Education Espoused by Faculty Members
Effective Thinking
Concept Learning
Value Clarification
Social Change
Great Ideas
Vocational Development
Contextual Filters
Student Characteristics
Student Goals
Pragmatic Factors
External Influences
Literature on Teaching & Learning
Advice Available on Campus
Facilities, Opportunities and Assistance
Program & College Goals
Other Influences
Course Decisions
Select Subject Matter
Establish Course Goals & Objectives
Select Learning Materials & Activities
Arrange Subject Matter
Feedback
KEY
Strongest
Weakest

Figure 29. Profile two: Biology contextual filters model of course design.

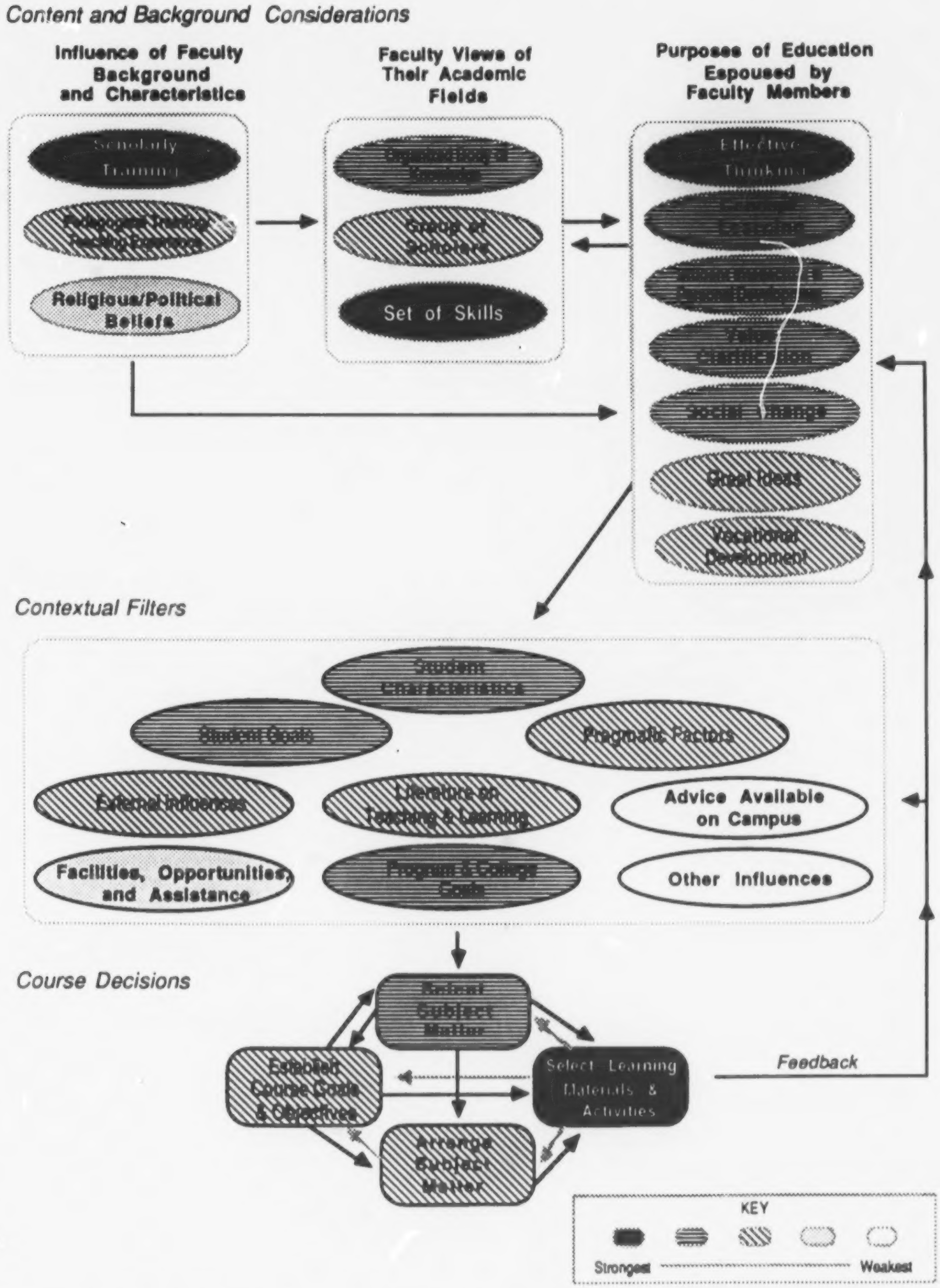

Content and Background Considerations
Influence of Faculty Background and Characteristics
Scholarly Training
Pedagogical Training/Teaching Experience
Religious/Political Beliefs
Faculty Views of Their Academic Fields
Organized Body of Knowledge
Group of Scholars
Set of Skills
Purposes of Education Espoused by Faculty Members
Effective Thinking
Effective Citizenship
Value Clarification
Social Change
Great Ideas
Vocational Development
Contextual Filters
Student Characteristics
Student Goals
Pragmatic Factors
External Influences
Literature on Teaching & Learning
Advice Available on Campus
Facilities, Opportunities, and Assistance
Program & College Goals
Other Influences
Course Decisions
Select Subject Matter
Establish Course Goals & Objectives
Select Learning Materials & Activities
Arrange Subject Matter
Feedback
KEY
Strongest
Weakest

Figure 30. Profile three: English composition contextual filters model of course design.

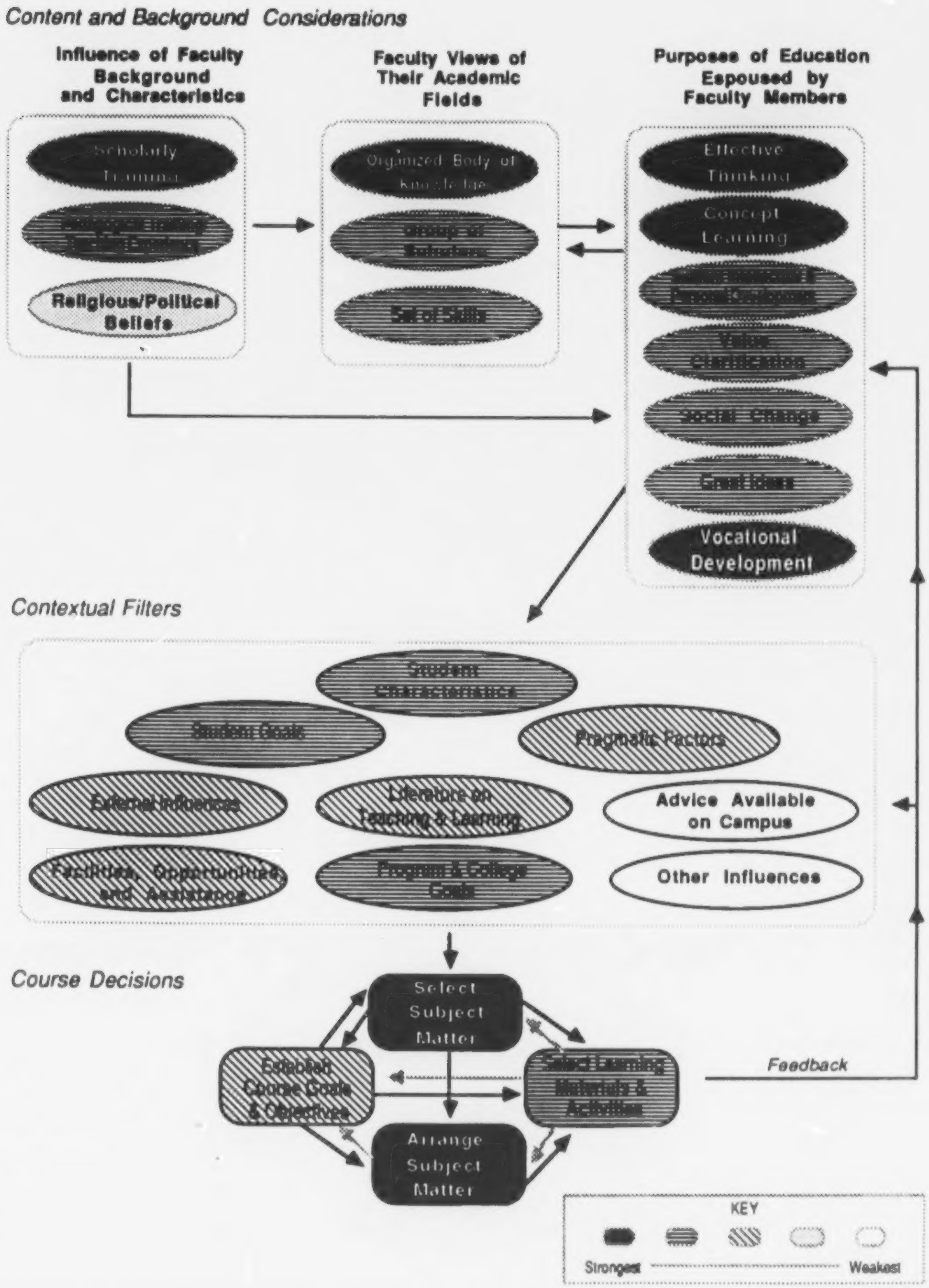

Content and Background Considerations
Influence of Faculty Background and Characteristics
Scholarly Training
Religious/Political Beliefs
Faculty Views of Their Academic Fields
Organized Body of Knowledge
Group of Scholars
Set of Skills
Purposes of Education Espoused by Faculty Members
Effective Thinking
Concept Learning
Value Clarification
Social Change
Great Ideas
Vocational Development
Contextual Filters
Student Characteristics
Student Goals
Pragmatic Factors
External Influences
Literature on Teaching & Learning
Advice Available on Campus
Facilities, Opportunities, and Assistance
Program & College Goals
Other Influences
Course Decisions
Select Subject Matter
Establish Course Goals & Objectives
Select Learning Materials & Activities
Arrange Subject Matter
Feedback
KEY
Strongest
Weakest

Figure 31. Profile four: Business contextual filters model of course design.

other fields; possibly the specific literature chosen for study and the activities based on this literature may be both the medium and the message. That is, the materials are chosen so as to incorporate the objectives of the course within them; choosing materials is not easily separated from choosing learning activities.

Biology instructors attributed strong influence to their scholarly training; and a view of biology as an organized body of knowledge predominated. Along with fostering effective thinking, the instructors hoped to teach the organized concepts and principles of their discipline to students. While they did not reject other educational purposes, biology instructors were somewhat less committed to them. Some biologists in our group were particularly interested in each of the educational purposes; some were interested in social causes, such as environmental concerns, while others were interested in the relationship of biology and value clarification. Although they did not attach extremely high importance to vocational purposes, biology instructors were more sympathetic toward them than, say, literature instructors. Possibly this is because they are responsible for many introductory biology students who contemplate careers in the various health sciences.

Most contextual influences were only moderately influential for biology instructors. In light of their relatively strong interest in transmitting concepts, student characteristics and goals were less important than for some other faculty groups. Facilities, however, tended to be moderately important.

Biology instructors were more concerned with selecting and arranging content than faculty in some other fields. The selection of content is related to their view that concepts are to be learned. Within the field, arrangement of material is a topic for consideration or even debate because the molecular biologists believe in starting with small life units and moving toward more comprehensive views, while the ecologists may take the reverse position.

English composition instructors stood out from others because they believed they were engaged in teaching students a set of skills. Although faculty members may belong to a community of scholars in relation to another course they teach, such as literature, they did not see the field of composition as either an organized body of knowledge or a group of scholars. Stronger attributions of influence to pedagogical training and teaching experience also distinguished English composition teachers from their colleagues teaching literature. This may be due to their background, which often includes pedagogical training and high school teaching, or it may be due, in part, to recent emphasis on pedagogy of English composition in various associations.

Beyond effective thinking, English composition instructors tended to espouse a variety of secondary educational purposes for their students. Perhaps they try to achieve these secondary purposes through the types of writing assignments students pursue.

English composition faculty members tended to see writing as a process of active, not passive, educational activity. Thus, both student characteristics and student goals were important.

Perhaps because their role is one of college-wide service, college and program mission was an important contextual influence. Quite possibly because the skills to be learned are already clear, composition faculty less often said they establish goals for the course or select subject matter. Rather they emphasize selecting learning activities.

Of the four profiles illustrated here, instructors teaching introductory business courses least often considered scholarly training an extremely strong influence on course planning. This group undoubtedly draws, instead, on work experience outside academe in course planning. Similarly, business instructors did not strongly endorse a view of their field as a group of scholars but characterized it primarily as an organized body of knowledge. Not surprisingly, among several educational purposes that are important to business instructors, vocational development of students (including searching for an appropriate career) stands out.

Among contextual influences, students' goals are more important than their characteristics, a reversal from the other profiles based on general education fields. Understandably, too, external influences (the job market, accrediting agencies, and employers) are more important to instructors in this preprofessional field than to many general education faculty.

The steps business instructors reported as they plan courses seemed much like that reported by faculty in our total sample. Probably, there are a variety of patterns within the group.

Other Potential Field-Specific Examples

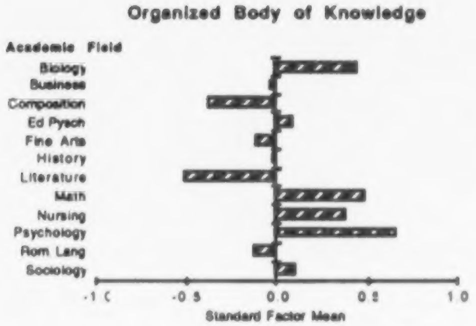
To illustrate the explanatory potential of the contextual filters model, we have briefly described examples of three fields as illustrative of discipline clusters, and one field (business) as a possibly unique representative of introductory courses in professional fields. Now, we take a more detailed approach, providing a series of graphs that compare the disciplines for many of the separate elements of the contextual filters model. The differences between disciplines in various clusters are most pronounced, but even fields within a cluster differ in some respects. These variations show how we might have constructed several other field-specific cases and allow the reader to estimate the strength of elements in the contextual filters model for fields of interest.

For example, in Figure 32 we represent the specific patterns of variation of the fields included in our survey on the three views of the disciplines we have described earlier for the four field-specific profiles. Note that while we chose to use biology as illustrative of Pattern 1 (view of the field as an organized body of knowledge) in the model above, we might have chosen psychology, mathematics, nursing, sociology, or educational psychology. Faculty in all of these fields were more likely than their colleagues in other fields to view their discipline as an organized body of knowledge. Similarly, we chose literature as illustrative of Pattern 2 and English composition as illustrative of Pattern 3, but we might have made other selections.

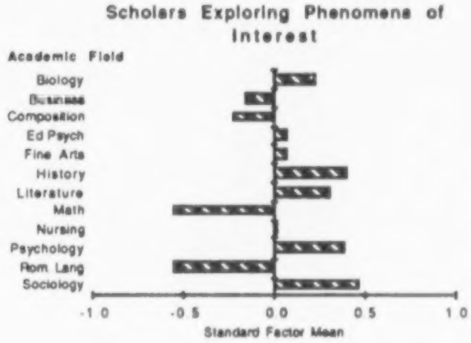
In a similar way, by comparing standard scores on the statistical factors we derived, Figure 33 illustrates how the disciplines varied in faculty attributions of influence to various background and content influences. To consider only one example from this figure, Graph f shows the importance that faculty members attribute to their own educational beliefs in course planning. At one end of our continuum, English composition instructors think their beliefs are very influential; at the other end, biology instructors think their own beliefs are far less influential. The graphs in Figure 33 representing each of the other sets of beliefs may be interpreted similarly. Our comparison here is more detailed than that in the contextual filters model where each of seven different beliefs was examined for only four examples.

To examine similarities and differences among discipline groups for several planning influences simultaneously, we used discriminant analysis. This statistical technique helps to identify differences among the disciplines on one or more composite dimensions and permits graphic "mapping" of the groups on these dimensions in relation to perpendicular axes. We were interested in mapping the fields based on the degree of

Pattern 1



Pattern 2



Pattern 3

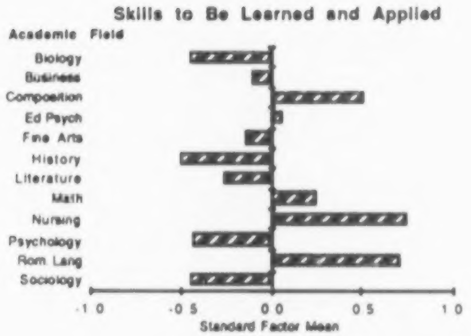


Figure 32. How instructors characterize their academic field ($N = 2130$).

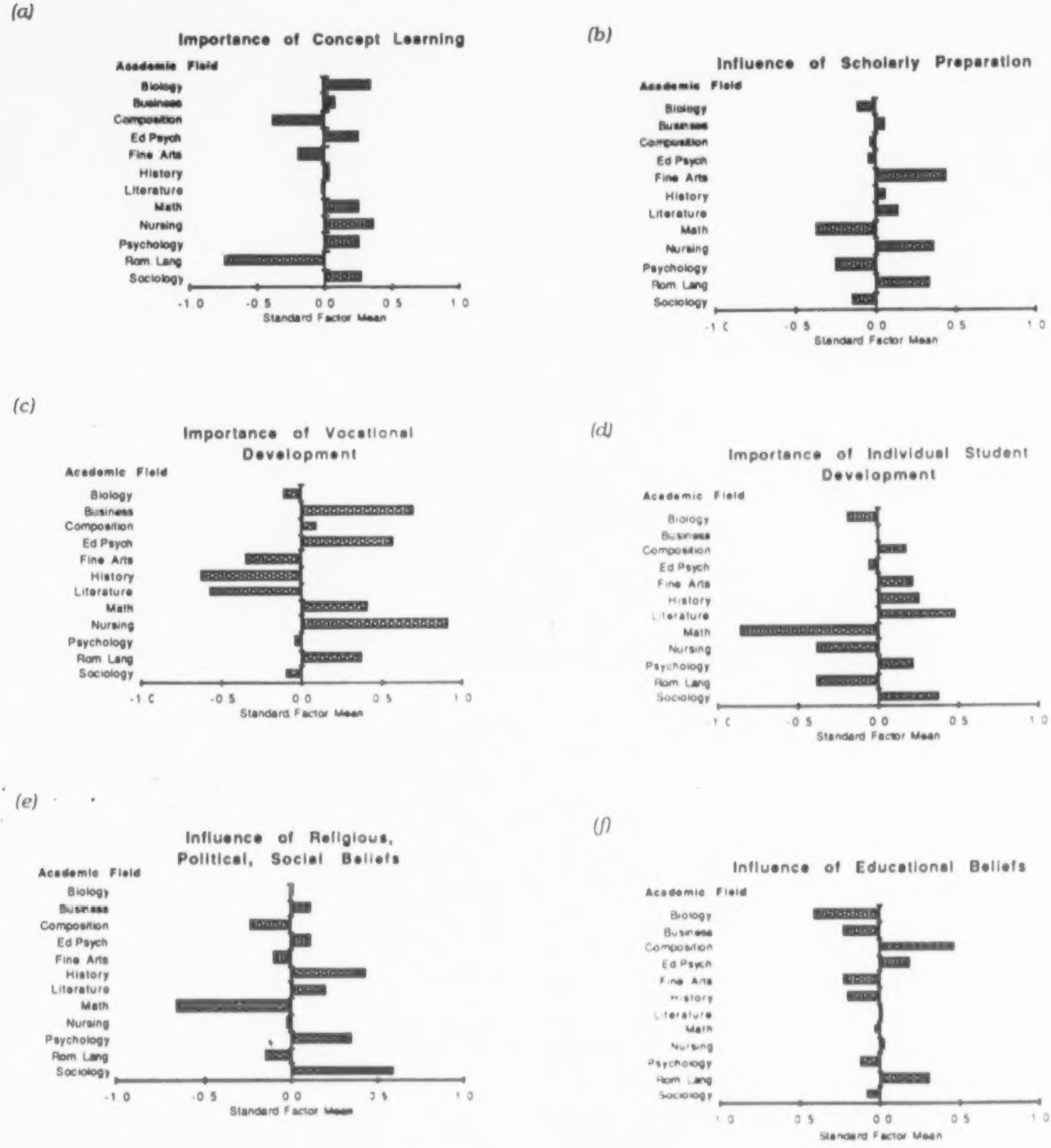


Figure 33. The influence of faculty beliefs and backgrounds in course planning, by academic field ($N = 2130$).

influence they ascribed to the "content and background" and "contextual" influences, respectively. We used empirically derived factor scores for each influence element as our primary variables that were likely to distinguish among the discipline groups. Although the statistical details are not provided here, the mapping of fields for the content elements, as seen in Figure 34 shows that two composite dimensions were derived and plotted.

In interpreting the plot, note that fields nearest each other in the figure are similar on the dimensions that characterize the axes. In this case, based on their proximity along the horizontal axis, mathematics, nursing, and language instructors share an orientation related to vocational training and pedagogy that differs from the orientation shared by history and literature instructors. As displayed on the vertical dimension, however, mathematics and language instructors may be distinguished in another respect: the math instructors are more concerned with teaching concepts and the language instructors with teaching skills.

In Figure 35, we graphically display the academic field variations on the eight contextual influences included in the model. These eight graphs present a more detailed picture of the academic field differences than was possible by applying the model to four illustrative fields. In the previous section, for example, we chose business to illustrate the professional fields. For business, "external influences" were viewed as strong contextual influences on planning, at least in relation to the general education fields. Comparatively, however, faculty in nursing and educational psychology reported even stronger external influence than those in business (see Graph d). We also mentioned that biology instructors reported that facilities were influential. As Graph h indicates, biologists are joined by fine arts, nursing, psychology and Romance language instructors in viewing this as a strong influence, probably based on the preference of these faculty to use laboratory, clinical, or practice facilities.

Using the same statistical mapping techniques as for Figure 34, we distinguished the academic fields based on their view of the importance of contextual influences in course planning. As shown in Figure 36, the two important composite dimensions distinguishing the fields are the influence of facilities and assistance (represented along the horizontal axis) and the influence of external influences (on the vertical axis). Relative to these axes, the fields are located where an experienced observer would expect them to be. Nursing instructors experience strong influence from both external influences (accrediting agencies, employers, the nursing profession) and availability of facilities (clinical sites and laboratories), while literature instructors are only weakly influenced by either external forces or available facilities.

Variations Within Academic Fields

Although we have emphasized how the disciplines differ on our framework for course planning, we do not want to convey the idea that faculty teaching in a particular field were unanimous in their views. Thus, although we have discussed these variations among disciplines throughout this report, we summarize the variations *within* disciplines on major portions of the model in Figures 37 through 39 below. Figure 37 provides a graphic illustration of the variation among faculty within each academic field as they chose an educational belief "most like mine." Figure 38 provides a similar summary for faculty responses about their "first step" in course planning. Finally, Figure 39 summarizes the diversity of views within disciplines of course arrangements that faculty reported as "most like my course." These illustrations should make it clear that the generalizations described for four fields to illustrate the contextual filters model should not be interpreted to mean that there is always consensus within fields.

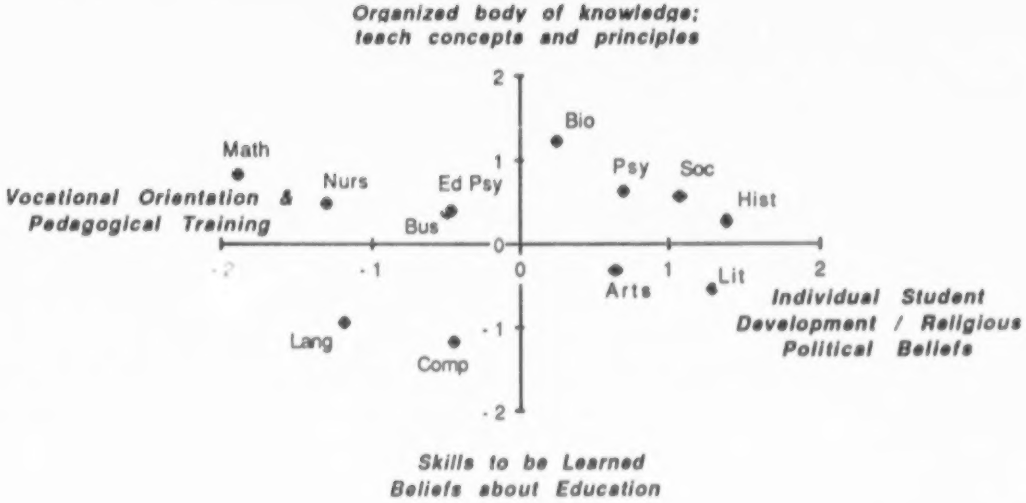


Figure 34. Mapping of academic fields on content and background considerations.

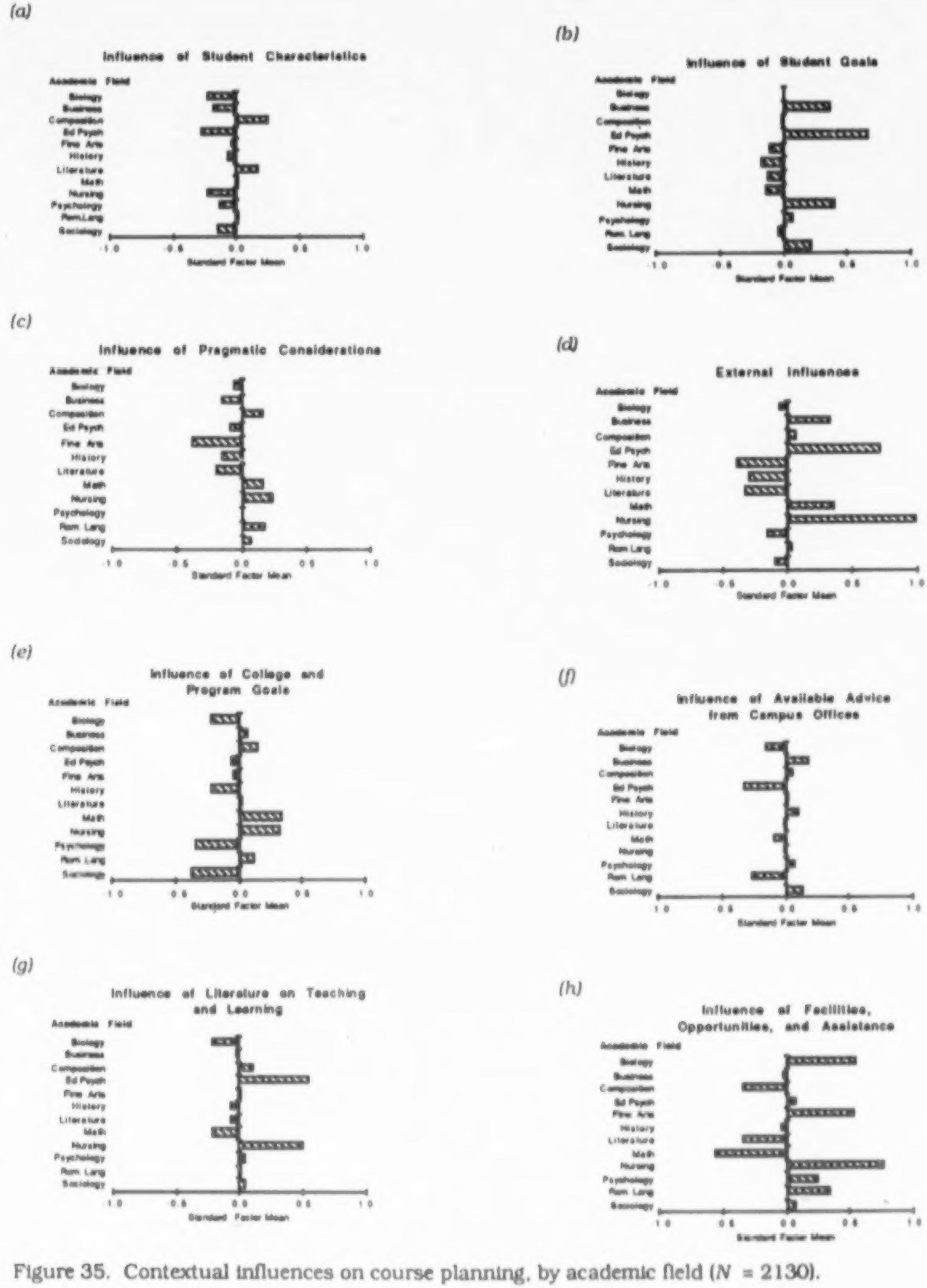


Figure 35. Contextual influences on course planning, by academic field ($N = 2130$).

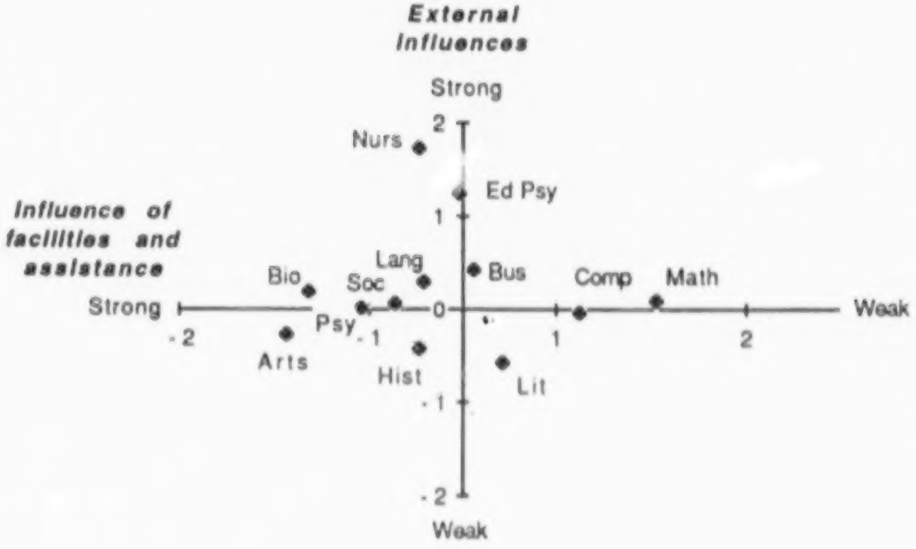


Figure 36. Mapping of academic fields on contextual influences.

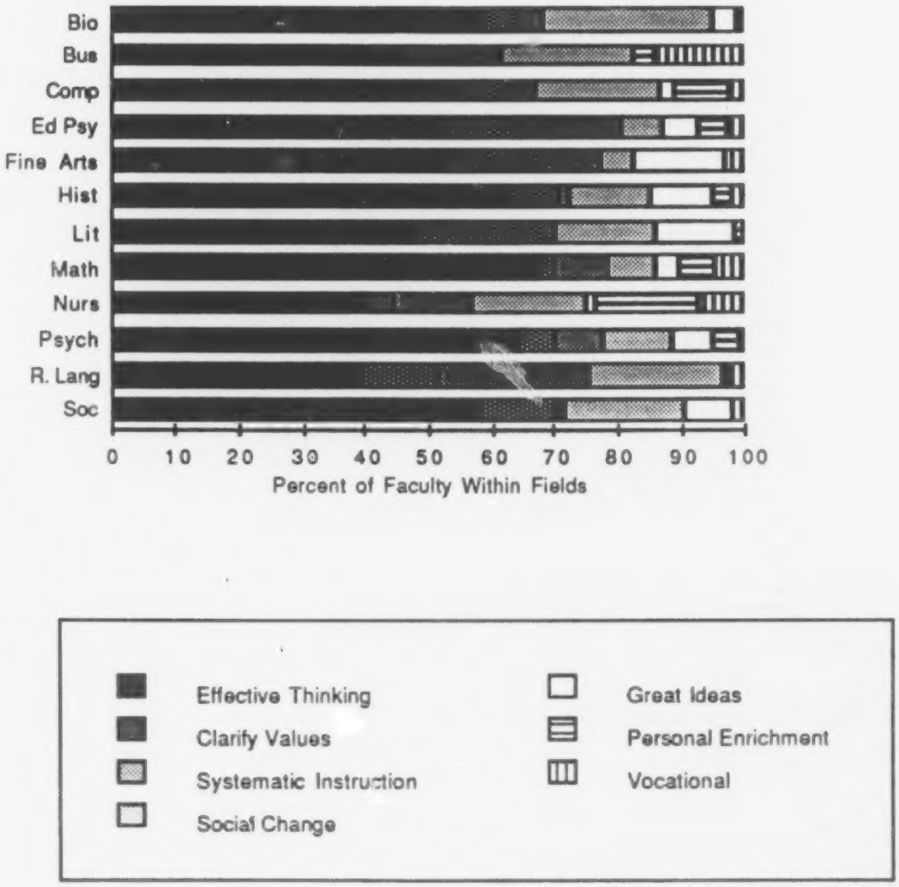


Figure 37. Educational purpose "Most Like My Own Belief."

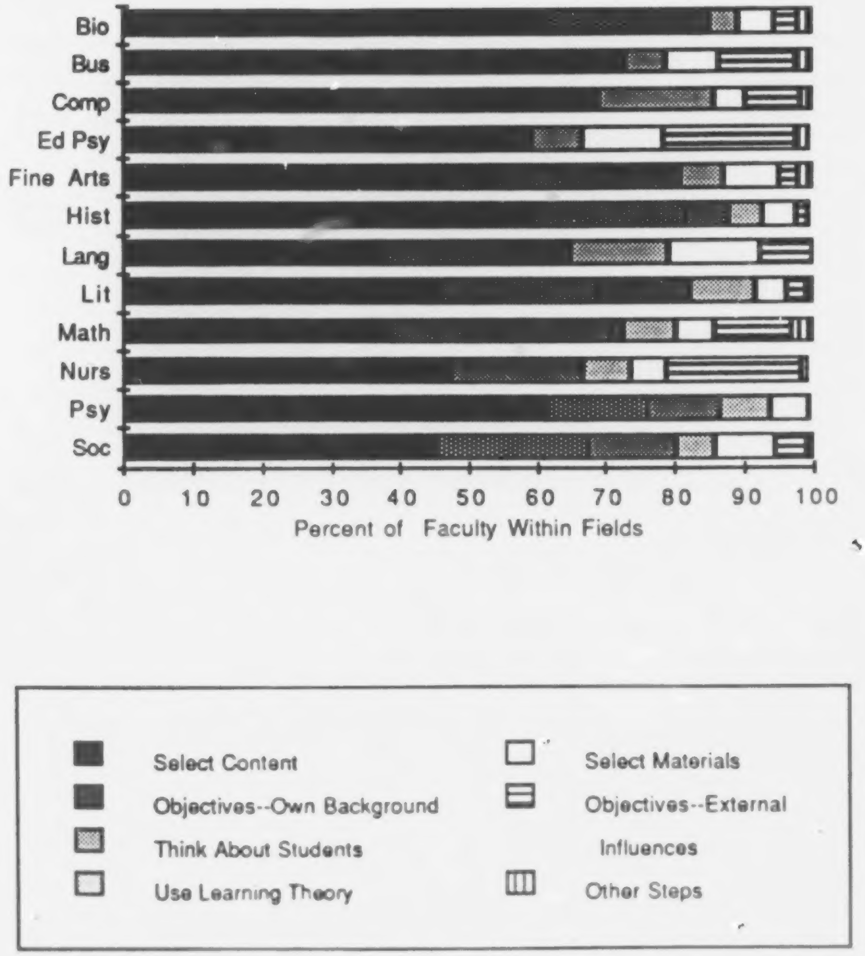


Figure 38. First steps in course planning.

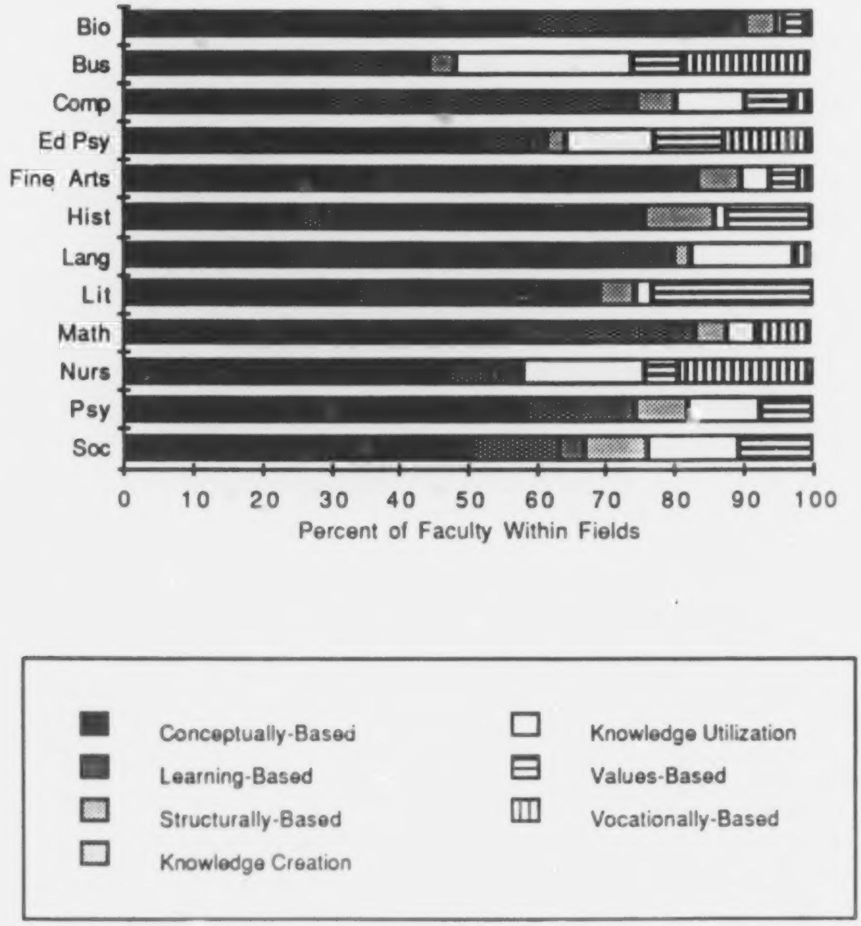


Figure 39. Most preferred course content arrangement, by academic field.

Variations by College Type

We have said little about variations of influences on course planning by college type, stressing that these variations were minor compared to the variations by disciplines. In every analysis comparing types of colleges, we believe that faculty teaching in different disciplines must be studied separately if we are to understand their planning behavior.

Using an analysis of variance of mean scores, we compared responses of faculty in each discipline for each of six college types. These comparisons were made for each of the derived content and context factors. The results can be summarized briefly:

1. Faculty views of their discipline vary little by college type. The few existing differences centered on whether the field should be viewed as a group of scholars and occurred in biology, mathematics, fine arts, and Romance languages.
2. For faculty background and content influences, only the influence of pedagogical training (including some overlap with vocational orientation) differed among colleges. This implies that even in the same fields, pedagogical training is seen as more influential at some types of colleges.
3. Finally, for contextual influences on course planning, two differences by college type stood out: variations in the strength of external influences for every field; and variations in the influence of student goals for certain fields. In community colleges, for example, these influences were considered more important than at selective liberal arts colleges.

Chapter 6. Practical Applications and Further Research

Conclusion

Many authors have described varied "cultures" among faculty on campuses, basing their descriptions on faculty views of the purposes of education (Gamson, 1966), purposes and processes of education (Stark & Morstain, 1978), discipline paradigms (Biglan, 1973), and conflicting views of the work environment between faculty members and administrators (Lawrence, Blackburn, Pitney, & Trautvetter 1988). While studying faculty course planning, a quite different research question, we have also uncovered varied cultures on a single campus. Course planning is not independent of the purposes and paradigms that have been studied previously and described in terms of diverse cultures. But course planning is an intermediate process between the group discipline norms and the actual classroom processes usually described as teaching. Without planning, conscious or unconscious, organized teaching does not take place. By raising faculty consciousness about the assumptions underlying their plans, teaching alternatives can be developed.

Many of the influences in our model are beyond the control of the individual faculty member. For example, most instructors cannot directly control the college mission or the characteristics of entering students. However, some influences can be adjusted by faculty members, if the need is clear and a desire exists. For example, faculty members may return to their own scholarly and pedagogical training or adjust their basic views of educational purpose to better accommodate new students and new settings. Indeed, in our interviews, we encountered experienced faculty members who were in the process of developing totally new views of how they might plan courses and to what ends.

As another example of an existing contextual influence, a faculty member typically cannot change the size of a class. An instructor can decide, however, to deal with this influence in various ways–that is, to plan only lectures for big classes or to seek ways to promote small-group relationships. In some cases, others besides the faculty member can adjust the amount of attention paid to the influences, such as when discussions of program mission are initiated. To allow groups of faculty to explore these possibilities and adapt them to their needs we have developed several practical applications of our work.

Practical Applications of the Course-Planning Study

Based on the ideas that emerged in the interviews and survey of course planning, we have developed a short guidebook, *Preparing Course Syllabi for Improved Communication* (Lowther, Stark, & Martens, 1989). This guide will be helpful as a planning device to organize a course and to provide students with information about course content, the instructor's expectations, the instructor's methods of instruction and evaluation, and the overall course rationale. New instructors can use the guide as a checklist of what might be included, or it can be used by groups of faculty from different disciplines to stimulate discussion about improving communication with students. A number of the items included in the guide may seem obvious to the experienced instructor. We found, however, that these items were often omitted in the syllabi we examined, and faculty seldom mentioned them in interviews. The effect of documenting in the syllabus the key planning assumptions for a course and also communicating them more fully to students is open to verification. We have encouraged faculty to experiment with longer and shorter syllabi and to evaluate the effect on students.

A second guidebook, based on similar ideas, is entitled *Planning a College Course: A Guidebook for the Graduate Teaching Assistant* (Ryan & Martens, 1989). This guide, written by two graduate teaching assistants who also assisted in our study of course planning, aims to provide planning considerations and options for the graduate teaching assistant. Teaching assistants, or new instructors, are encouraged to define and understand their own purposes of education and to review consciously the planning steps they take. As the authors state, "All educators must articulate for themselves a core set of beliefs about the purposes of education." The new teacher is encouraged to reflect on those purposes and practices that are unfamiliar, as well as those that are familiar, before the class begins.

Finally, we are preparing a modified and condensed version of the course planning survey used in this study and a manual to guide its use for self-assessment among small groups of faculty. We continue to call this instrument the Course Planning Exploration because its primary purpose is to explore, not to prescribe.

Some colleagues on college campuses have already adapted portions of the survey to serve various purposes. To illustrate just one example, the questions were modified in one case to determine the amount of emphasis faculty were giving during their planning to the specific needs of minority students and women. As additional faculty members and administrators discuss and experiment with the results of this survey, we hope to report new related studies and practical advances in course planning.

Further Research

For purposes of brief discussion, we divided unresolved questions about faculty course planning into three categories: (1) questions that we will answer through additional analyses of existing data; (2) intriguing questions that probably require additional data; and (3) questions that link to other projects already underway.

Additional Data Analyses

Our data base on course planning is extensive. In this report, we have only scratched the surface of possible analyses and have developed a lengthy list of additional questions to pursue. Many of these require subdividing the response sample to compare faculty members with unique characteristics, those who teach in specific settings, or those who endorsed particular positions in the survey. Examples of such questions are listed below.

1. Do faculty perceptions of the autonomy of their program, or its interrelatedness with other programs, influence their planning?
2. Do the ways in which faculty members view their disciplines predispose them toward particular course content arrangements and planning activities?
3. Do faculty members who seek assistance about teaching and learning from locally available sources differ from others within their discipline who do not do so?
4. What characterizes faculty members whose reports of planning influences and behavior differ from those of others in their discipline?
5. Within the same disciplines, do faculty members teaching at the most selective colleges plan differently from those at the least selective colleges?

6. Within the same disciplines, do faculty members who report that their students are not well prepared plan differently from those who believe the students are well prepared? Do those who report that students exert little effort plan differently from those who think students exert more effort?

7. What differences in course planning are exhibited by faculty in the same discipline who are teaching large and small classes in similar settings?

8. Within the same disciplines, do faculty members who report considerable non-academic work experience plan differently from those who have little or no such experience? Those with lengthy versus those with brief teaching experience? Those who teach only introductory courses versus those who also teach upper division courses?

9. Within the same disciplines, do faculty members who try to help students relate their discipline to other disciplines plan differently from those who do not? From those who see their college mission as distinctive? As well understood? As a particularly strong influence?

Additional Data Collections

Since our survey was already lengthy, we could not include some items that would help answer specific questions. Some of the more interesting questions that we could pursue with additional data include:

1. Do faculty with greater amounts of formal pedagogical training use different resources, experience different influences, or take different steps in planning? We can partially answer this question by comparing responses of faculty members in educational psychology to responses of those in other fields. To provide a thorough answer, however, we need more information about the pedagogical training of faculty than we obtained in our survey.

2. What is the planning process, or way of thinking, that faculty use to translate their assumptions and the impact of various influences into course planning decisions? Answering this question would probably require asking faculty to record their thoughts, and, specifically, the alternatives they consider as they actually plan. Since our study has narrowed down the important influences that faculty in several fields take into account, a study based on our findings could focus directly on important decisions and variables. Actual diaries or recordings of college instructors' thoughts while planning also would confirm and validate our findings.

3. Is there a novice-to-expert progression in course planning? What are the points in the evolution of course planning behavior among teaching assistants and new faculty members at which expanded alternatives and options in planning could fruitfully be introduced? Longitudinal studies of the evolution of course planning behavior could help to answer this question.

4. What variations in planning may be attributed to the substantial variations in depth of learning or focus within the discipline for introductory courses in certain fields? For example, the mathematics courses included in our study ranged from remedial courses to calculus. Fine arts courses included music, dance, and theater, each taught from different perspectives, as well as focus variations within each field, for example, music theory, music appreciation, and music history. Some of the variations in course planning within fields shown in Figures 37 to 39 are probably due to these variations in levels as well as to varying types of colleges.

5. How do faculty perceptions of student preparation match more objective measures of academic achievement? We were struck by the differences between our data on faculty views of student preparedness and those reported in 1989 by the Carnegie Foundation for the Advancement of Teaching. We found that faculty in the required basic skills areas were less likely to view their students as underprepared than were faculty in humanities areas not emphasized by secondary schools (Table 52). Although we believe our data are accurate since our question (Figure 13) was answered by faculty in direct contact with students in introductory courses, we know that faculty perceptions of underpreparedness, presumably based on some consistent criterion, are not well understood.

6. What variations in original course plans are most likely to occur while the course is being taught?

In addition to recognizing these questions, we made some observations that could form the basis for further research. For example, we believe administrators will be surprised at how little importance faculty attached to college goals. Program goals, while not strongly influential, are somewhat more important to faculty members than college goals. What can administrators do to emphasize the institutional missions and see it reflected in course planning?

Our findings that faculty did not seek help from various campus service offices, including instructional development offices, was not well received by those in charge of such offices. Many of these services are offered extensively in research universities, which were not included in our study, limiting the applicability of our results. Nonetheless, we believe further study should be devoted to case studies of settings in which instructional development offices are seen as particularly helpful by faculty. Since resources are set aside to help faculty, it is prudent to determine whether they are well used and to improve their usefulness in places where they are not often used. One implication of our results is that workshops on generic teaching skills are unlikely to be well received by faculty; our findings indicate that course planning, and possibly teaching strategies, should be closely linked to the assumptions of the disciplines. Probably instructional development efforts centered in departments would be better received than those intended for an entire college or university.

An important issue left unresolved by our study is whether the influences perceived and reported by faculty differ from actual influences on course planning. In one instance, we believe there is surely a difference. Consider the case of English composition faculty members who have never had computers available for writing instruction. They may say that their current facilities and resources are adequate because they have pens, paper, and typewriters. However, those who have tried teaching with computers, but have too few stations to accommodate students, are likely to notice that facilities are lacking and report available facilities as more influential in course planning. We believe this theme of "important if I am aware of a need," may be a significant limitation of our survey that asked faculty to report their behavior and what influences it.

A puzzling discrepancy arises in our results because faculty said that class size, workload, tenure pressures, and related issues have little influence on course planning. Almost any national or local forum features faculty assertions to the contrary, at least when the activity being explored is teaching, in its entirety. We have no way of knowing why this puzzling result occurred for course planning.

In light of considerable national discussion of external examinations under the "assessment" umbrella, we were surprised to find only about 18% of faculty reporting that college-wide examinations were an important influence for their course planning.

Considering the rapid spread of assessment initiatives, collecting further information about the settings in which examinations are used and how they affect course planning is important.

Many colleagues have suggested to us that the disciplinary and professional associations to which faculty relate are an important entree to improve course planning and teaching. Yet, faculty we surveyed did not attribute a strong influence to these sources. Why? By what means might the disciplinary societies become more influential?

Our results remain weak in helping to link the influences faculty report to the decisions they make about their courses. Causal research is often difficult but, having narrowed the crucial variables somewhat, and recognizing the importance of discipline, these relationships can eventually be specified more fully.

A final challenging question involves the relationship between course planning and the quality of instruction.

Links With Other Projects

In our studies, we encountered widely varying degrees of faculty autonomy in course planning, ranging from pre-packaged courses to complete control. In some subjects where college goals dictate skill development for all students, such as English composition and mathematics, faculty were unhappy about reduced autonomy. In other situations, such as where professional norms and identity through an accrediting agency promote adherence to standards, faculty members took pride in their consistent view of how education should take place. We think that the degree of autonomy faculty perceive in course planning is an important variable, and we plan to use it to select institutional sites where we will study the assumptions and influences on academic planning at the program level.

Finally, we were struck by faculty members' failure to see connections between their own goals and those of students. From other research we are conducting on student goals, we know that students are much more strongly concerned than faculty with how they will use learning in their future lives. This discrepancy–between faculty who transmit concepts for their own inherent value and students who want to know how to use these concepts–is a persistent problem in American higher education. It deserves more intensive study.

Bibliography

Biglan, A. (1973). The characteristics of subject matter in different academic areas. *Journal of Applied Psychology*, 57(3), 195-203.

Chronicle of Higher Education. (July 8, 1987). Carnegie foundation's classifications of more than 3,300 institutions of higher education, pp. 22-30.

Clark, C., & Peterson, P. (1986). Teachers' thought processes. In M. Wittrock (ed.), *Handbook of Research on Teaching* (3rd ed.) (pp. 874-905). New York: Macmillan.

Clark, C., & Yinger, R. (1979). Teachers' thinking. In P. L. Peterson & H. J. Walberg (eds.), *Research on teaching* (pp. 231-263). Berkeley: McCutchan.

Cross, K. P. (1986). *Taking teaching seriously.* Address given at the National Conference on Higher Education, American Association for Higher Education, Washington, DC, March.

Cross, K. P., & Angelo, T. A. (1988). *Classroom assessment techniques: A handbook for faculty* (Tech. Rep. No. 88-A-004.0). Ann Arbor, MI: The University of Michigan, National Center for Research to Improve Postsecondary Teaching and Learning.

Donald, J. (1983). Knowledge structures: Methods for exploring course content. *Journal of Higher Education, 54*(1), 31-41.

Dressel, P., & Marcus, D. (1982). *Teaching and learning in college.* San Francisco: Jossey-Bass.

Eisner, E. W., & Vallance, E. C. (Eds.). (1974). *Conflicting conceptions of curriculum.* Berkeley: McCutchan.

Gamson, Z. F. (1966). Utilitarian and normative orientations toward education. *Sociology of Education, 39*, 46-73.

Lawrence, J. , Blackburn, R. T., Pitney, J. & Trautvetter, L. (1988). *Faculty and administrator views: The organizational climate for teaching.* Paper presented at the annual meeting of the Association for the Study of Higher Education, St. Louis, MO, November.

Lowther, M. A., Stark, J. S., & Martens, G. G. (1989). *Preparing course syllabi for improved communication* (Tech. Rep. No. 89-C-006.0). Ann Arbor, MI: The University of Michigan, National Center for Research to Improve Postsecondary Teaching and Learning.

National Institute of Education Study Group on the Conditions of Excellence in American Higher Education. (1984). *Involvement in learning: Realizing the potential of American higher education.* Washington, DC: National Institute of Education.

Phenix, P. (1964). *Realms of meaning: A philosophy of the curriculum for general education.* New York: McGraw Hill.

Posner, G., & Rudnitsky, A. (1982). *Course design: A guide to curriculum development for teachers* (2nd ed.). New York: Longman.

Posner, G. J., & Strike, K. A. (1976). A categorization scheme for principles of sequencing content. *Review of Educational Research, 46*(4), 665-689.

Powell, J. P., & Shanker, V. S. (1982). The course planning and monitoring activities of a university teacher. *Higher Education, 11*, 289-301.

Ryan, M. P., & Martens, G. G. (1989). *Planning a college course: A guidebook for the graduate teaching assistant*(Tech. Rep. No. 89-C-005.0). Ann Arbor, MI: The University of Michigan, National Center for Research to Improve Postsecondary Teaching and Learning.

Seidman, E. (1985). *In the words of the faculty*. San Francisco: Jossey Bass.

Stark, J. S., & Lowther, M. A. (1986). *Designing the learning plan: A review of research and theory related to college curricula* (Tech. Rep. No. 86-C-001.0). Ann Arbor, MI: The University of Michigan, National Center for Research to Improve Postsecondary Teaching and Learning.

Stark, J. S., Lowther, M. A., Ryan, M. P., Bomotti, S. S., Genthon, M., Martens, G., and Haven, C. L. (1988). *Reflections on course planning: Faculty and students consider influences and goals* (Tech. Rep. No. 88-C-002.0). Ann Arbor, MI: The University of Michigan, National Center for Research to Improve Postsecondary Teaching and Learning.

Stark, J. S., & Morstain, B. R. (1978). Educational orientations of faculty in liberal arts colleges: An analysis of disciplinary differences. *Journal of Higher Education, 49*(5), 420-437.

Thielens, W. Jr. (1987). *The disciplines and undergraduate lecturing.* Paper presented at the annual meeting of the American Educational Research Association, Washington, DC, April.

Toombs, W. (1977-78). The application of design-based curriculum analysis to general education. *Higher Education Review, 1*, 18-19.

APPENDIX A

Description of Carnegie Classification

Description of Carnegie Classification

The 1987 Carnegie classification includes all colleges and universities in the United States listed in the 1985-86 *Higher Education General Information Survey of Institutional Characteristics.*

It groups institutions into categories on the basis of the level of degree offered—ranging from prebaccalaureate to the doctorate—and the comprehensiveness of their missions.

The categories are as follows:

Research universities I: These institutions offer a full range of baccalaureate programs, are committed to graduate education through the doctorate degree and give high priority to research. They receive annually at least $33.5 million in federal support for research and development[1] and award at least 50 Ph.D. degrees each year.[2]

Research universities II: These institutions offer a full range of baccalaureate programs, are committed to graduate education through the doctorate degree, and give high priority to research. They receive annually between $12.5-million and $33.5-million in federal support for research and development[1] and award at least 50 Ph.D. degrees each year.[2]

Doctorate-granting universities I: In addition to offering a full range of baccalaureate programs, the mission of these institutions includes a commitment to graduate education through the doctorate degree. They award at least 40 Ph.D. degrees annually in five or more academic disciplines.[2]

Doctorate-granting universities II: In addition to offering a full range of baccalaureate programs, the mission of these institutions includes a commitment to graduate education through the doctorate degree. They award annually 20 or more Ph.D. degrees in at least one discipline or 10 or more Ph.D. degrees in three or more disciplines.[2]

Comprehensive universities and colleges I: These institutions offer baccalaureate programs and, with few exceptions, graduate education through the master's degree. More than half of their baccalaureate degrees are awarded in two or more occupational or professional disciplines such as engineering or business administration.[3] All of the institutions in this group enroll at least 2,500 full-time students.[4]

Comprehensive colleges and universities II: These institutions award more than half of their baccalaureate degrees in two or more occupational or professional disciplines, such as engineering or business administration, and many also offer graduate education through the master's degree.[3] All of the colleges and universities in this group enroll between 1,500 and 2,500 full-time students.[4]

Liberal arts colleges I: These highly selective institutions[5] are primarily undergraduate colleges that award more than half of their baccalaureate degrees in arts and science fields.[3]

Liberal arts colleges II: These institutions are primarily undergraduate colleges that are less selective[5] and award more than half of their degrees in liberal arts fields.[3] This category also includes a group of colleges (identified with an asterisk) that award less than half of their degrees in liberal arts fields but, with fewer than 1,500 students, are too small to be considered comprehensive.

Two-year colleges and institutes: These institutions offer certificate or degree programs through the Associate of Arts level and, with few exceptions, offer no baccalaureate degrees.

Professional schools and other specialized institutions: These institutions offer degrees ranging from the bachelor's to the doctorate. At least 50 percent of the degrees awarded by these institutions[3] are in a single specialized field.

Specialized institutions include:

Theological seminaries, Bible colleges and other institutions offering degrees in religion. This category includes institutions where the primary purpose of the institution is to offer religious instruction or train members of the clergy.

Medical schools and medical centers. These institutions award most of their professional degrees in medicine. In some instances, their programs include other health professional schools, such as dentistry, pharmacy, or nursing.[6]

Other separate health profession schools. Institutions in this category award most of their degrees in such fields as chiropractory, pharmacy, or podiatry.

Schools of law. The schools included in this category award most of their degrees in law. The list includes only institutions that are listed as separate campuses in the *Higher Education General Information Survey*.

Schools of engineering and technology. The institutions in this category award at least a bachelor's degree in programs limited almost exclusively to technical fields of study.

Schools of business and management. The schools in this category award most of their bachelor's or graduate degrees in business or business-related programs.

Schools of art, music, and design. Institutions in this category award most of their bachelor's or graduate degrees in art, music, design, architecture or some combination of such fields.

Teachers colleges. Institutions in this category award most of their bachelor's or graduate degrees in education or education-related fields

Other specialized institutions. Institutions in this category include graduate centers, maritime academies, military institutes without liberal arts programs, and institutions that do not fit any other classification category.

Corporate colleges and universities. These institutions are accredited, degree-granting colleges and universities established by profit-making corporations.[7]

Notes on Definitions

[1] The years used in calculating average federal support for research and development were 1983, 1984, and 1985.

[2] The academic year for determining the number of degrees awarded by institutions was 1983-84.

[3] The liberal arts disciplines include area studies, biological science, the fine arts, foreign languages, letters, mathematics, physical sciences, psychology, and social sciences, and interdisciplinary studies. Occupational/pre-professional disciplines include agriculture, the natural sciences, architecture and environmental design, business and management, communications, computer and information science, education, engineering, the health professions, home economics, law, library science, public affairs, and theology.

[4] The years used for calculating average student enrollment were 1982, 1983, and 1984.

[5] An index developed by Alexander W. Astin at the University of California at Los Angeles is used to determine the selectivity of liberal arts colleges.

[6] This category lists only institutions that appear in *Higher Education General Information Survey* as separate campuses. Those seeking a complete listing of accredited professional schools should consult publications of the separate professional associations, such as the annual report on medical education published by the American Medical Association.

[7] Our list of corporate colleges and universities is taken from Eurich, Nell P., *Corporate Classrooms: The Learning Business* (Princeton, N.J., The Carnegie Foundation for the Advancement of Teaching, 1985). Since that report was published some of the institutions it included have become independent or part of other institutions.

Source: *The Chronicle of Higher Education.* (July 8, 1987), pp. 22-30.

APPENDIX B

Institutional Variables

Institutional Selectivity Criteria

Four-year institutions were categorized by Barron's (1986) six levels of selectivity: (1) most competitive, (2) highly competitive, (3) very competitive, (4) competitive, (5) less competitive, and (6) noncompetitive. Peterson's (1987), which includes three levels of selectivity (e.g., very difficult, minimally and moderately difficult, and noncompetitive), was used to determine selectivity for two-year institutions.

To make selectivity comparable between two-year and four-year institutions, the investigators developed a three-tiered approach to match the three Peterson's selectivity levels with the lowest three levels of Barron's selectivity criteria. The table summarizes how the two scales were matched.

Proposed Matching of Institutional Selectivity for Four-Year and Two-Year Institutions

Barron's Four-Year	Code	Peterson's Two-Year
Most Competitive	6	—
Highly Competitive	5	—
Very Competitive	4	—
Competitive	3	Very Difficult
Less Competitive	2	Minimally and Moderate Difficult
Noncompetitive	1	Noncompetitive

Sources: *Barron's Profiles of American Colleges*. (1986). Woodbury, NY: Barron's Education Services (15th Edition). *Peterson's Annual Guide to Undergraduate Study: Two-Year Colleges 1988*. (1987). Princeton, New Jersey: Peterson's Guides (18th Edition).

Comparison of Faculty Respondents with Various National Statistics About Faculty Teaching in Two- and Four-Year Colleges

Comparisons with Other National Statistics

To further understand how the PICC sample of faculty teaching introductory courses compares with faculty generally, we have compared characteristics of institutions and faculty members in the PICC sample and PICC survey response with known statistics from various national sources. In reviewing these comparisons, the reader should keep in mind that we did not sample research universities or specialized colleges. Furthermore, most national data bases contain relatively little information about part time faculty who make up about one-fourth of PICC respondents.

Table I-A compares the PICC sample and PICC response set with some institutional control and enrollment statistics from the Carnegie Classification and the American Council on Education *1986-87 Factbook on Higher Education.* Table I-B also compares PICC faculty data with some available data from the ACE Factbook. The 1986-87 edition covers data collected for the years 1983 and 1984.

Tables I-A and I-B follow:

TABLE I-A

Miscellaneous Institutional Comparisons of Sample and Response with National Data

	All Institutions		PICC Sample		PICC Response	
	Public	Private	Public	Private	Public	Private
			N = 258		*N* = 97	
Doctoral I	56.9	43.1	40.0	60.0	100.0	0.0
Doctoral II	57.6	42.4	40.0	60.0	50.0	50.0
Comprehensive I	66.7	33.3	54.5	45.5	55.6	44.4
Comprehensive II	27.0	73.0	21.1	78.9	18.2	81.8
Liberal Arts I	0.8	99.2	6.7	93.3	20.0	80.0
Liberal Arts II	6.8	93.2	7.5	92.5	5.0	95.0
Two-year	72.0	28.0	74.6	25.6	78.9	1.1
Total			51.6	48.4	48.5	50.5

	Enrollment		PICC Sample		PICC Response	
	Public	Private	Public	Private	Public	Private
			N = 258		*N* = 97	
Doctoral I	70.5	29.5	38.2	61.8	100.0	0.0
Doctoral II	68.5	31.5	66.4	33.6	71.9	28.1
Comprehensive I	76.5	23.5	70.8	29.2	69.5	30.5
Comprehensive II	28.7	71.3	21.9	78.1	19.7	80.3
Liberal Arts I	2.0	98.0	4.5	95.5	12.6	87.4
Liberal Arts II	12.6	87.4	9.5	90.5	6.7	93.3
Two-year	94.1	5.9	95.5	4.5	96.2	3.8

Institutional Size: (1984 approximate)

	ACE Factbook	PICC Sample		PICC Response	
Number of Students		*N*	%	*N*	%
		N = 258		*N* = 97	
Less than 1000	9%	79	30.6	25	25.8
1000-4,999	39%	120	46.5	49	50.5
5000-9,999	12%	32	2.4	14	14.4
10,000 and more	0%	27	0.5	9	9.3

TABLE I-B

Miscellaneous Comparisons of PICC Sample and Response with National Faculty Data

		National Data		PICC Response	
		Four-year schools	Two-year schools	Four-year schools	Two-year schools
Total faculty	711,000	71.3%	28.7%	66.4%	33.6%
		Male	Female	Male	Female
Full-Time Faculty	407,254 (57.3%)	75.0%	25.0%	64.8%	35.2%

	National Data		PICC Data	
	Four-year schools	Two-year schools	Four-year schools	Two-yea schools
Degrees held				
Doctorate	27.3%	65.1%	18.9%	61.3%
Less than Doctorate	72.7%	34.9%	81.1%	38.7%

	National Data				PICC Data			
	Four-year schools		Two-year schools		Four-year schools		Two-year schools	
	M	F	M	F	M	F	M	F
Faculty Age								
more than 60	8.8	10.3	10.8	6.3	6.6	5.4	9.3	9.3
51-60	23.3	8.2	25.4	19.0	23.5	15.5	31.1	18.9
41-50	34.3	36.9	34.8	31.8	40.8	36.4	34.1	34.9
36-40	15.3	19.3	15.3	19.4	16.8	24.5	15.1	18.7
31-35	10.4	11.6	10.7	16.5	9.5	11.0	7.1	11.2
less than 30	2.8	3.7	3.0	7.0	2.8	7.2	2.9	7.0

	National Data				PICC Data			
	Four-year schools		Two-year schools		Four-year schools		Two-year schools	
	M	F	M	F	M	F	M	F
Faculty Rank*								
Professor	25.8	14.0	45.3	16.2	15.3	9.3	34.5	14.6
Assoc Prof	19.3	19.1	27.3	23.9	11.8	9.6	28.8	16.6
Assistant Prof	8.2	15.1	19.7	35.8	8.3	11.4	21.4	31.0
Instructor	27.6	31.4	4.8	16.0	24.8	30.6	6.8	19.4
Lecturer	0.6	1.5	2.1	5.2	19.3	20.7	5.8	16.5
No ranks here	17.4	14.9	0.2	0.8	20.5	18.4	2.7	1.9
Other	1.1	4.0	0.6	2.1				

* Senior Instructional Staff (includes adjuncts but not GSA).
Table 2.12, 1985, pp. 110, The Condition of Education.

List of U. S. Geographic Regions

The nine regional geographic regions and the states they represent:

- New England
  (CT,ME,MA,NH,RI,VT)

- Middle Atlantic
  (NJ,NY,PA)

- Southern Atlantic
  (FL,GA,NC,SC,VA,WV,MD,DE,DC)

- East South Atlantic
  (AL,KY,MS,TN)

- West South Central
  (LA,TX,AR,OK)

- East Central Central
  (IL,IN,MI,OH,WI)

- West North Central
  (MN,ND,SD,IA,NE,KS,MO)

- Mountain
  (ID,MT,WY,UT,CO,AZ,NM)

- Pacific
  (CA,HI,OR,WA)

Source: *U.S. Department of Commerce* (1983).

List of Regional Accrediting Agencies

The six regional accrediting regions and the states they represent:

- Middle States Association of Colleges and Schools
  (DE,DC,MD,NJ,NY,PA,Puerto Rico, Virgin Islands)

- New England Association of Schools and Colleges
  (CT,ME,MA,NH,RI,VT)

- North Central Association of Colleges and Schools
  (AZ,AR,CO,IL,IN,IA,KS,MI,MN,MO,NE,NM,ND,OH,OK,SD,WV,WI,WY)

- Northwest Association of Schools and Colleges
  (AK,ID,MT,NV,OR,UT,WA)

- Southern Association of Colleges and Schools
  (AL,FL,GA,KY,LA,MS,NC,SC,TN,TX,VA)

- Western Association of Schools and Colleges
  (CA,HI,American Samoa, Guam, Commonwealth of the Northern Marianas, and the Trust of the Pacific Islands)

Source: *Higher Education Directory* (1987).

List of States by Strength of Coordination

Classification of States According to Their 1982 Academic Regulatory Practices Toward Public Universities

Centralized Academic Authority (Strong Coordination)

MA,MT,NC,NY,SD,VA,WV,GA,LA,NJ,
OK,TN,TX,WI,AL,IN,KY,MS,MO,UT

Decentralized Academic Authority (Weak Coordination)

CT,FL,HI,IL,KS,MD,SC,AZ,AR,CA,
CO,NE,NV,OR,RI,WA,WY,DE,ID,IA,
ME,MI,MN,NH,NM,ND,OH,PA,VT AK*

* The classifications of Alaska, which was not included in the Volkwein analysis, was based on a discussion with an administrator in the Alaska Community College System (Bomotti, 1987).

SOURCE: Volkwein (1987), Table 5, p. 132.

APPENDIX C

Samples of Correspondence/Materials Sent to Institutions

NCRIPTAL
NATIONAL CENTER FOR
RESEARCH TO IMPROVE
POSTSECONDARY
TEACHING and LEARNING

[Sample letter to prospective participant Campus Academic Officers (CAOs)/Campus Liaisons (CLs)]

October 23, 1987

Dear

The National Center for Research to Improve Postsecondary Teaching and Learning (NCRIPTAL) was established to stimulate, conduct, and disseminate research with the potential of improving college teaching and learning. You may have read of our activities in the *AAHE Bulletin*, *Higher Education and National Affairs*, or *The Chronicle of Higher Education*. A brochure describing our programs is enclosed.

As investigators in the program on "Curriculum Influences and Impacts," we invite your institution to collaborate with NCRIPTAL in improving understanding of how college faculty members design and develop courses. As described in the enclosed study synopsis, "Designs for Learning," we are interested in the factors that influence faculty members as they make decisions when planning courses. Interestingly, although many observers make assumptions about faculty course planning, we have found that no studies of this important activity have been undertaken in American colleges. We believe this information may be useful on campuses that desire to foster excellence in teaching.

Your institution is part of a random 10% national sample of institutions from each Carnegie classification chosen to provide a representative picture of course planning by instructors in diverse fields and institutions. We hope that you will cooperate with us in this research effort.

We would like you to designate a Campus Liaison to be responsible for distributing surveys to selected faculty members. As described in the enclosed instruction packet, the Campus Liaison's tasks are to (1) identify all full- and part-time faculty members teaching introductory courses in twelve specified fields during the 1987 calendar year (excluding graduate assistants), (2) ask the faculty members to complete a questionnaire and return it directly to NCRIPTAL, (3) maintain response records and send follow-up reminders that we will supply as needed. Individual responses will remain strictly confidential; information supplied on the questionnaires will be aggregated for statistical analysis.

NATIONAL CENTER FOR RESEARCH TO IMPROVE POSTSECONDARY TEACHING AND LEARNING
Suite 2400, School of Education Building • The University of Michigan • Ann Arbor, Michigan 48109-1259
(313) 936-2741 • SOURCE: BDH639

In addition to the instruction packet, we have enclosed a sample of the survey packet that the Campus Liaison will give to each selected faculty member. The questionnaire was developed after lengthy interviews with 89 faculty members in eight institutions early in 1987. It should take no more than 60 minutes to complete.

We have supplied a postpaid postcard on which you may designate a Campus Liaison. After returning this postcard, we hope that individual will promptly complete the Request for Questionnaires form telling us the number of faculty teaching the designated courses. Once we receive it, we will send an appropriate number of survey packets. Our experience suggests this procedure will work smoothly once the Campus Liaison is designated.

On behalf of NCRIPTAL, we thank you in advance for your contribution to this study of faculty course planning. We will send a report of the study (anticipated by September 1988) to you as well as to faculty respondents who request one; we believe the report will provoke spirited and useful discussion on your campus. If you have questions about participation in the survey or about NCRIPTAL after examining these materials, please call Professor Lowther collect at (313) 936-2741.

Sincerely,

Joan S. Stark
Joan S. Stark
Professor and Director

Malcolm A. Lowther
Malcolm A. Lowther
Professor and Senior
Researcher

cc: Campus Liaison

Enclosures:

GENERAL INFORMATION:
- NCRIPTAL brochure
- Participation postcard (to designate Campus Liaison)
- SAMPLE CAMPUS LIAISON PACKET
- SAMPLE FACULTY SURVEY PACKET:
  - Cover letter to faculty respondents
  - Study synopsis - "Designs for Learning"
  - Survey
  - Confirmation Card
  - NCRIPTAL Brochure

CAMPUS LIAISON'S PACKET:
- Copy - cover letter to Academic Dean
- Instruction Sheet
- Faculty Selection Guide
- List of Included Courses
- Request for Questionnaires (Form)
- Response Record (Form)
- SAMPLE FACULTY SURVEY PACKET
- NCRIPTAL Brochure

NCRIPTAL
NATIONAL CENTER FOR
RESEARCH TO IMPROVE
POSTSECONDARY
TEACHING and LEARNING

Course Planning Exploration

INSTRUCTIONS FOR CAMPUS LIAISONS

Thank you for your willingness to distribute the NCRIPTAL course planning survey on your campus. In an attempt to make your task relatively easy, we have provided forms to help you record the information you will need and to return information we will need. These forms are designed to accommodate both large and small colleges.

1. REQUEST FOR QUESTIONNAIRES Form

Your first and most important task is to send to us the twelve (12) REQUEST FOR QUESTIONNAIRES Forms (one form for each subject) that summarize the number of eligible faculty you have identified. Use the FACULTY SELECTION GUIDE and LIST OF INCLUDED COURSES to help you. Each eligible faculty member will complete one survey, even if the faculty member teaches more than one eligible course. Please inform the faculty member of the course you have selected and **count that faculty member only once.** Be sure to write the name of your institution on the REQUEST FOR QUESTIONNAIRES forms. Return this form to NCRIPTAL. Upon receipt of this form, we will promptly ship to you the proper number of survey packets.

2. RESPONSE RECORD Form (select and list faculty members to receive survey).

Your second task is to compile a list of all faculty members at your institution who should complete the survey. We hope to receive responses from all faculty members who are teaching, or who have taught in calendar year 1987, the introductory courses defined in the FACULTY SELECTION GUIDE and the LIST OF INCLUDED COURSES. Please return **all 12** REQUESTS FOR QUESTIONNAIRES forms. If a given Subject is not offered at your institution, please indicate that on the appropriate form. Use the RESPONSE RECORD to record the names of faculty members to receive the survey. Later, you will record on these sheets the ID number of the questionnaire that you send each individual, the date individuals notify you that they have returned a completed survey to NCRIPTAL, and the dates that you send any follow-ups. Since the RESPONSE RECORD forms contain faculty names, they are only for your office use. Do not send them to NCRIPTAL.

3. DISTRIBUTING SURVEYS ON YOUR CAMPUS

Although there are no questions in the survey that are likely to elicit confidential information, we know that faculty members often prefer privacy. Thus, we have arranged the distribution of surveys and follow-ups so that you will be able to link faculty names with ID numbers in order to send follow-ups, but you will not actually see faculty responses. In contrast, we will have responses and ID numbers, but will not have faculty names unless they are voluntarily supplied on the survey.

The surveys we send will be pre-coded for your institution and each will have an individual ID number. **Please record the ID numbers with the faculty**

name on your RESPONSE RECORD forms as you send the surveys to faculty members. We have provided an equal number of pink confirmation cards for faculty members to notify your office that they have mailed the survey to NCRIPTAL. You may use these cards in a way appropriate to your campus mail system. For example, you might stamp your office address on them, affix a stick-on address label, or supply a campus mail envelope pre-addressed to your office. Whatever the method, don't forget to insert one card in each packet.

4. TWO FOLLOW-UPS AND REMINDERS

About two weeks after you have distributed the surveys, please crosscheck the faculty name and ID list on your RESPONSE RECORD forms against the set of campus mail postcards you have received indicating that faculty have mailed the questionnaires. Send one of the reminder cards we will supply (with the surveys for your campus) to instructors who have not yet answered.

Four weeks after the survey distribution, we will send to you a list of ID numbers for surveys we have not yet received from your institution and replacement surveys to be sent with another request.

NCRIPTAL

NATIONAL CENTER FOR
RESEARCH TO IMPROVE
POSTSECONDARY
TEACHING and LEARNING

Course Planning Exploration

FACULTY SELECTION GUIDE

We would like to obtain survey responses from all full-time and part-time faculty teaching introductory courses in 12 specific fields during calendar year l987.

Since academic programs vary widely, a college may not offer some of the courses designated in this study or may organize them somewhat differently. Thus, within general guidelines, most Campus Liaisons will need to exercise some judgment in selecting appropriate faculty respondents. In this "Faculty Selection Guide," and the accompanying "List of Included Courses" (also printed inside the front cover of the survey booklet) we provide guidance in selecting the faculty. If you have specific questions, please call us collect at (3l3) 936-2741.

l. Faculty members responding to the NCRIPTAL Course Planning Exploration will be asked to name a specific introductory course they have recently planned and taught, and to focus their responses on that course. So that they may verify that the course they choose is included in the study, the LIST OF INCLUDED COURSES is reproduced on the inside front cover of the questionnaire. Faculty members who did not teach an included course should not answer the survey.

2. Although titles and curricular patterns may vary, all courses included in the survey are courses for beginning students, that is, those that are part of general education programs or introduce certain career programs. Do not substitute substantially different courses. For example, do not substitute economics for sociology, a Germanic language course for a Romance language course, or an accounting course for an introduction to business course. Similarly, do not substitute a course at a more advanced level. For example, do not substitute an upper division course in social psychology for a general psychology course.

3. Please select faculty members who are members of the instructional staff who hold full-time (regular, tenure, tenure-track) or part-time (contract, adjunct, etc.) appointments. Do not include instructors who are graduate students at your institution.

4. Please select faculty members who have taught one of the specified introductory level courses at your institution during a regular academic term that began in 1987 between January l and December 31. Thus, depending on the institutional calendar, the course might have been offered in last year's winter or spring/summer term or be in progress this fall.

5. Please request that all identified faculty members who meet these specifications for the courses named complete the survey. Do not make any attempt to select specific types of teachers or those most likely to be interested.

NCRIPTAL SURVEY OF COURSE PLANNING

List of Course Types Included in the Survey

1. **Freshman composition.** These writing courses are taken by beginning students with average preparation. They may be required or strongly suggested for all or some of the students.

2. **Introductory literature.** These courses may cover any genre of literature, but they should represent undergraduate students' first encounter with literature taught at the college level.

3. **History.** These may be courses in either American history or "Western Civilization." They should represent the first college level history courses students might take.

4. **Sociology.** These should be introductory sociology courses typically taken by lower division students as first social science electives or to meet distribution requirements.

5. **Psychology.** These should be introductory psychology courses typically taken by lower division students as first electives or to meet distribution requirements. It is not important whether psychology is classified as a natural science or a social/behavioral science.

6. **Educational Psychology.** This should be the first educational psychology course taken by students who plan to enter educational careers. Depending upon the institutional plan, this course may be taken either before or after formal admission to a program in education.

7. **Biology.** These should be the first biology courses that lower division students take in college. They may be taken by prospective majors, by general studies students, or by both groups.

8. **Mathematics.** The courses should be introductory mathematics courses taught at or above the level of college algebra.

9. **Introductory Fine Arts.** These non-performance courses should be those elected by lower division students as first college courses in any of the arts. They should be designed to achieve cultural or historical understanding rather than skill development.

10. **Romance Language.** These will be beginning courses in French, Spanish, or Italian that are taken by students without prior background or whose test scores indicated they should repeat an introductory course.

11. **Introduction to Nursing.** This will be the first course typically offered to students entering the nursing program. Generally, it will include a profession orientation and broad view of the field.

12. **Introduction to Business.** This will be the first course offered to students planning to study some area of business or business administration. Although not all business programs offer such survey courses, those that do frequently plan the course to provide a broad view of the field.

RESPONSE RECORD
(for Institution Use)

SUBJECT freshman composition

NCRIPTAL - Course Planning Exploration Survey

SAMPLE

FACULTY NAME	FACULTY OFFICE	SURVEY I.D. ASSIGNED	DATE - SURVEY SENT	DATE - CONFIRMATION CARD RETURNED	DATE - FIRST REMINDER	DATE - SECOND REMINDER
Patricia Beane	203 Gorrell Hall	00001	11/23/87	12/2/87		
Charles Tribbett	210 Gorrell Hall	00002	11/23/87	12/1/87		
Mona Saltsman	107 Harvey Hall	00003	11/23/87	11/27/87		
Jane Nolt	206 Gorrell Hall	00004	11/23/87	12/11/87	12/6/87	
Anthony Vincente	110 Bowers Hall	00005	11/23/87	12/23/87	12/6/87	12/20/87

FOR YOUR RECORDS - DO NOT RETURN TO NCRIPTAL.

Note: The number of instructors - 5 - matches the total number of instructors on the REQUEST FOR QUESTIONNAIRES.

RESPONSE RECORD
(for Institution Use)

SUBJECT____________________

NCRIPTAL - Course Planning Exploration Survey

FACULTY NAME	FACULTY OFFICE	SURVEY I.D. ASSIGNED	DATE - SURVEY SENT	DATE - CONFIRMATION CARD RETURNED	DATE - FIRST REMINDER	DATE - SECOND REMINDER

FOR YOUR RECORDS - DO NOT RETURN TO NCRIPTAL.

SAMPLE

REQUEST FOR QUESTIONNAIRES

for NCRIPTAL's Course Planning Exploration Survey

Institution Code # 000

Institution Pleasant College

Subject freshman composition

Directions: Complete all columns and return COPY 1 of this form to NCRIPTAL as soon as possible. Please retain COPY 2 for your records.

COURSE NUMBER	COURSE TITLE	1/1/87 TO 12/31/87 # OF SECTIONS OFFERED	# OF NON-DUPLICATED FACULTY
101	Beginning Composition I	7	4
102	Beginning Composition II	6	1
103	Honors Composition I	1	0
104	Honors Composition II	1	0
	TOTALS	15	5

SAMPLE

COPY 1 - NCRIPTAL
COPY 2 - Institution (your copy)

Note: No instructor should complete two surveys. Hence, in this example, though 15 sections of these courses were offered in 1987, only 5 instructors taught those sections.

REQUEST FOR QUESTIONNAIRES

Institution Code #__________

for NCRIPTAL's Course Planning Exploration Survey

Institution ____________________ Subject ____________________

Directions: Complete all columns and **return COPY 1 of this form to NCRIPTAL** as soon as possible. Please retain **COPY 2** for your records.

COURSE NUMBER	COURSE TITLE	1/1/87 TO 12/31/87 # OF SECTIONS OFFERED	# OF NON-DUPLICATED FACULTY
	TOTALS		

COPY 1 - NCRIPTAL
COPY 2 - Institution (your copy)

(Sample letter to faculty selected to fill out
the CPE Introductory Course Version)

NCRIPTAL
NATIONAL CENTER FOR
RESEARCH TO IMPROVE
POSTSECONDARY
TEACHING and LEARNING

Dear Colleague:

The National Center for Research to Improve Postsecondary Teaching and Learning (NCRIPTAL) was established to stimulate, conduct, and disseminate research with the potential of improving college teaching and learning. A brochure describing our programs is enclosed.

As investigators in the program on "Curriculum Influences and Impacts," we invite you to collaborate with us in improving understanding of how college faculty members design and develop courses. As described in the enclosed study synopsis, "Designs for Learning," we are interested in the decisions faculty members make in developing courses and the factors that influence these decisions. Interestingly, although many observers make assumptions about faculty course planning, we have found no studies of this important activity that have been undertaken in the United States. We believe that information gained in this study will promote useful discussion on campuses that desire to foster excellence in teaching.

Your institution is part of a random 10% national sample of colleges from each Carnegie classification invited to participate in the survey. Our sampling procedure is intended to provide a representative picture of course planning by instructors in diverse fields and institutions. A list of courses being included in the study is printed inside the back cover of the survey. You have been identified by your chief academic officer as someone who taught one of the designated introductory courses during the 1987 calendar year. Will you help by completing the questionnaire and returning it directly to us?

Since we, too, are faculty members with teaching responsibilities, we are fully aware of your time constraints in participting in such research. Yet we know that you believe, as we do, that faculty members are the most authoritative source of information about curriculum matters. The survey should take no more than 60 minutes to complete and faculty members we interviewed as we developed it found the questions thought-provoking.

NATIONAL CENTER FOR RESEARCH TO IMPROVE POSTSECONDARY TEACHING AND LEARNING
Suite 2400, School of Education Building • The University of Michigan • Ann Arbor, Michigan 48109-1259
(313) 936-2741 • SOURCE: BDH639

BEST COPY AVAILABLE

The questionnaire contains a code number that enables the Campus Liaison at your institution to send you a reminder, if needed, and helps us ascertain if our response rate adequately represents your campus. However, individual responses will remain strictly confidential; information supplied on the questionnaires will be aggregated for statistical analysis.

You may indicate on the questionnaire that you wish a copy of the study results (anticipated by September 1988). If you have questions about participation in the survey or about NCRIPTAL after examining these materials, please feel free to call Professor Lowther collect at (313) 936-2741. On behalf of NCRIPTAL, we thank you for your contribution to this study of faculty course planning.

Sincerely,

Joan S. Stark
Joan S. Stark
Professor and Director

Malcolm A. Lowther
Malcolm A. Lowther
Professor and Senior Researcher

JSS/MAL/jck

Enclosures:

- Study synopsis: "Designs for Learning"
- Survey (Return to NCRIPTAL in postpaid mailing envelope)
- Confirmation card (return separately to Campus Liaison)
- NCRIPTAL brochure

5

A Study Synopsis

DESIGNS FOR LEARNING

Joan S. Stark and Malcolm A. Lowther
NCRIPTAL, The University of Michigan

Most academic learning in college takes place in classrooms. While other sources of learning--the home, the workplace, the living unit, the social setting--are also important, the primary goal of college is to foster student intellectual development through formal teaching and learning. To this end, faculty members plan and teach courses in ways they believe help students learn facts, principles, ideas, attitudes, skills, and ways of thinking. Surprisingly, little information is available about the decisions faculty members make when planning courses. For example:

> What factors guide faculty members when they select bibliographies, write lectures, plan laboratory or field experiences, lead discussions, and construct tests?
>
> What beliefs about their disciplines, their students, and the learning process determine how they go about the task?
>
> Beyond specific courses, what assumptions influence the way groups of faculty design a program of courses leading to a major, a general education program, or a degree program?

Nationally, educators are discussing ways of ensuring "coherence" and "integrity" in the college curriculum. A report from the National Institute of Education has stated that clarifying expectations for students will help them become more involved in their learning and, thus, learn more. There is widespread belief among policy makers that measuring student outcomes will both improve learning for students and help allocate funds to colleges more effectively. And, other national reports have implied that certain patterns of college coursework help students achieve desired outcomes more effectively than others. The expectations that instructors have for their students, the outcomes that might be measured, and the patterns of coursework taken by students are all closely linked with academic plans constructed by faculty members. The issues of instructional quality raised by recent national reports may be better understood as we learn more about how faculty design their courses.

Cognitive psychologists suggest that students possess knowledge structures into which new information must be integrated during the learning process if it is to be meaningful. Such psychological theories have spawned the idea that the way course content is arranged by the instructor may influence student learning. Thus, pedagogical advice is available, supporting the assumption that curricula should be planned to possess "coherence" and "integrity." Although this advice and each of the above mentioned recommendations has intuitive appeal, very little research evidence is available about how course content is selected and arranged by college instructors or, indeed, about the rationale for these decisions. As a result, it is difficult to judge the merit of the various proposals.

College teachers are experts in their subject fields and have a strong dedication to them. Most faculty members have an image and appreciation of their field that they hope students will grasp and come to share. Through both experience and formal sources, many also have images of their students--their interests, their stages of intellectual development, and their engagement in the learning task. These images of discipline and student characteristics surely influence how college instructors plan their

NATIONAL CENTER FOR RESEARCH TO IMPROVE POSTSECONDARY TEACHING AND LEARNING
Suite 2400, School of Education Building • The University of Michigan • Ann Arbor, Michigan 48109-1259
(313) 936-2741 • SOURCE: BDH639

courses. Some faculty members are also influenced by campus resources and experts--ranging from availability of computer facilities and available classroom space to the presence of instructional development specialists. Others pay particular attention to the mission and goals stressed by their college and program or by important external groups, such as professional associations, accreditors, or employers. As a result of these many influences, faculty members, in building on their own educational experiences and training, bring certain assumptions, beliefs, and proclivities to their course planning. Which of these influences are the strongest? How do the influences interact with each other? To what extent are they taken into account by faculty members in different fields?

Study Questions

This survey will identify factors that influence faculty members from diverse fields as they design introductory courses and communicate their course intentions to students. The survey is based on interviews about these issues with 89 faculty members and 109 students in eight colleges. During the fall of 1987, responses from a nationally representative sample of faculty will expand upon what was learned in the interviews. Although the initial survey will focus on the design of introductory courses, we are aware that advanced courses may involve different types of faculty planning activities. In a second phase of the study, a few faculty members with special interest will be asked to help us understand these differences.

Procedure

On each cooperating campus surveys will be distributed and follow-up reminders sent to faculty members teaching specific courses by a "campus liaison" designated by the chief academic officer. When responding, instructors will return completed surveys directly to NCRIPTAL while notifying their campus officer by postcard that their survey has been returned.

All material obtained in the survey will be considered confidential and will not be identified with the faculty member or college in subsequent reports or publications. The chief academic officer of each participating institution will be sent a full report of the findings and a summary report will be sent to responding faculty members who request one.

For further information about the research plan, please contact:

Professor Malcolm A. Lowther
National Center for Research to Improve Postsecondary Teaching and Learning
2400 School of Education
The University of Michigan
Ann Arbor, Michigan 48109-1259
Phone (313) 936-2741

(10/87)

(Sample cards sent or included in packets)

CONFIRMATION CARD

Dear Campus Liaison:

I have completed the "Course Planning Exploration" survey and returned it to NCRIPTAL.

Faculty Name (please print)

Date Survey Sent

To avoid any unnecessary reminders, please return this card to your designated Campus Liaison as soon as you have completed and mailed the survey. Thank you.

NCRIPTAL

NATIONAL CENTER FOR
RESEARCH TO IMPROVE
POSTSECONDARY
TEACHING and LEARNING

REMINDER CARD

Course Planning Exploration

Dear Colleague:

We have not yet received the pink "Confirmation Card" from you which informs us that you have completed and sent the survey (Course Planning Exploration) to NCRIPTAL.

We hope to receive the "Confirmation Card" from you shortly. If you have not completed the survey, we would appreciate your doing so as soon as possible.

Thank you for your cooperation.

PLEASE RETURN THIS POSTPAID CARD PROMPTLY

______ Yes, we will participate in the NCRIPTAL Course Planning Survey.

Our **Campus Liaison** will be:

Name ______
Title ______ Office Phone ( ) ______
Office Address ______
Institution ______
City ______ State ______ Zip Code ______

NO POSTAGE
NECESSARY
IF MAILED
IN THE
UNITED STATES

BUSINESS REPLY MAIL
FIRST CLASS PERMIT NO. 1100 ANN ARBOR, MI

POSTAGE WILL BE PAID BY ADDRESSEE

NCRIPTAL
National Center for Research to Improve
Postsecondary Teaching and Learning
Suite 2400, School of Education Building
The University of Michigan
Ann Arbor, Michigan 48109-9990

NCRIPTAL
NATIONAL CENTER FOR
RESEARCH TO IMPROVE
POSTSECONDARY
TEACHING and LEARNING

Course Planning Exploration

Dear

Please send the yellow reminder cards to all faculty who have not yet returned their completed surveys to NCRIPTAL. If you have already done so, please disregard this reminder.

Thank you for your help.

APPENDIX D

Bias Survey and Correspondence

Your responses to this short questionnaire will not be identified with your name or the name of your institution. Its purpose is to help us determine how and why a decision was made not to participate in the NCRIPTAL Course Planning Exploration. Please return it in the enclosed postage-paid envelope.

1. **I consulted with others before deciding not to participate in the NCRIPTAL Course Planning Survey.** **Yes No**

IF NO, GO ON TO QUESTION #7.

IF YES, please continue

2. **I consulted someone in the president's office before making this decision.** **Yes No**
3. I consulted with an administrative advisory body or council before making this decision. **Yes No**
4. I consulted formally with a faculty committee before making this decision. **Yes No**
5. I consulted informally with faculty leaders before making this decision. **Yes No**
6. I gave the materials to another person for a decision. **Yes No**

IF YES, position or title of the person to whom the request was forwarded. ____________________

7. Despite the fact that we did not participate, this project is of interest to me. **Yes No**
8. I feel that the survey would not be useful to this institution at this time. **Yes No**
9. I do not believe the survey results will be useful to higher education generally. **Yes No**
10. Campus policy prohibits our involvement in surveys or other research projects. **Yes No**
11. We are involved in a regional accreditation self-study. **Yes No**
12. I felt that faculty would resent being asked to spend time on the survey. **Yes No**
13. At this institution, action on this type of request requires faculty approval. **Yes No**

IF NO, GO TO QUESTION #17.

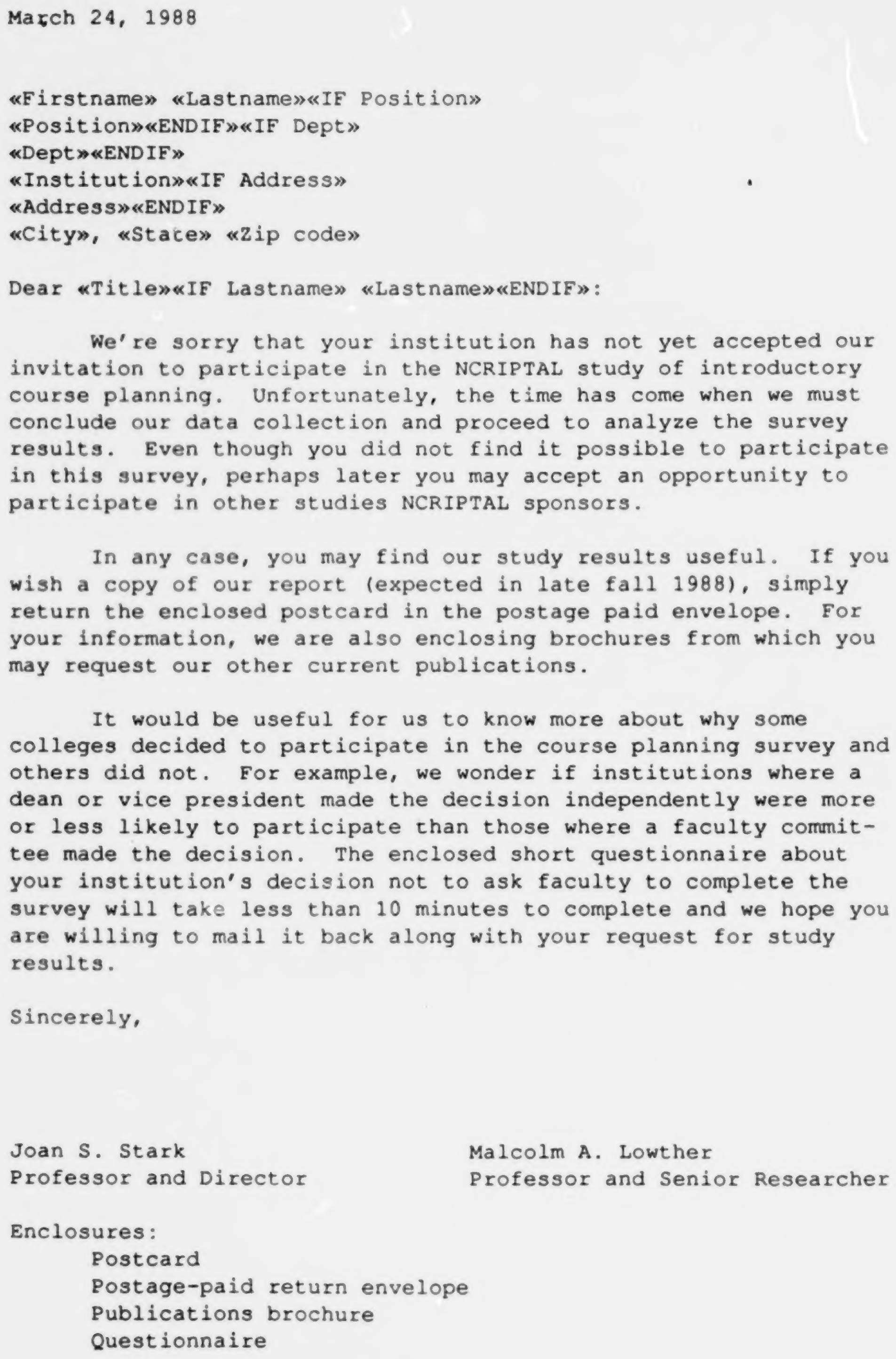
IF YES, please continue

14. What is the name of the appropriate faculty group? ____________________
15. I forwarded your request to this faculty group. Yes No
16. IF NO, indicate your reason for not forwarding the request ____________________

17. The primary reason we did not participate in this survey was ____________________
18. Your position title ____________________ Number of years held ____________
19. Your institution ____________________

BEST COPY AVAILABLE

(Sample of Bias Letter)



March 24, 1988

«Firstname» «Lastname»«IF Position»
«Position»«ENDIF»«IF Dept»
«Dept»«ENDIF»
«Institution»«IF Address»
«Address»«ENDIF»
«City», «State» «Zip code»

Dear «Title»«IF Lastname» «Lastname»«ENDIF»:

We're sorry that your institution has not yet accepted our invitation to participate in the NCRIPTAL study of introductory course planning. Unfortunately, the time has come when we must conclude our data collection and proceed to analyze the survey results. Even though you did not find it possible to participate in this survey, perhaps later you may accept an opportunity to participate in other studies NCRIPTAL sponsors.

In any case, you may find our study results useful. If you wish a copy of our report (expected in late fall 1988), simply return the enclosed postcard in the postage paid envelope. For your information, we are also enclosing brochures from which you may request our other current publications.

It would be useful for us to know more about why some colleges decided to participate in the course planning survey and others did not. For example, we wonder if institutions where a dean or vice president made the decision independently were more or less likely to participate than those where a faculty committee made the decision. The enclosed short questionnaire about your institution's decision not to ask faculty to complete the survey will take less than 10 minutes to complete and we hope you are willing to mail it back along with your request for study results.

Sincerely,

Joan S. Stark	Malcolm A. Lowther
Professor and Director	Professor and Senior Researcher

Enclosures:
- Postcard
- Postage-paid return envelope
- Publications brochure
- Questionnaire

APPENDIX E

Percentage Tables by Academic Field for General Education and Professional Fields

Appendix E

Tables

E.1 Characteristics of Introductory Classes (by Academic Field)
E.2 Characteristics of Faculty Respondents (by Academic Field)
E.3 Perceived "Characteristics of My Academic Field" (by Academic Field)
E.4 Characteristics of Field as Portrayed in Introductory Course (by Academic Field)
E.5 Specific Influence on Planning Items (by Academic Field)
E.6 Specific Influences on Selecting Course Content (by Academic Field)
E.7 Influence of Background Beliefs on Course Planning (by Academic Field)
E.8 Beliefs About Education (by Academic Field)
E.9 Preferred Educational Belief (by Academic Field)
E.10 Characteristics of Introductory Class (by Academic Field)
E.11 Perceived Characteristics of Sponsoring Programs (by Academic Field)
E.12 Perceived Characteristics of College (by Academic Field)
E.13 Perceived Autonomy of Sponsoring Program, Faculty, and Students (by Academic Field)
E.14 Influences of College and Program Goals on Planning (by Academic Field)
E.15 Characteristics of Introductory Course Students (by Academic Field)
E.16 Specific Influence on Planning Items (by Academic Field)
E.17 External Influences on Course Planning (by Academic Field)
E.18 Influences of Opportunities and Facilities on Course Planning (by Academic Field)
E.19 Pragmatic Influence on Course Planning (by Academic Field)
E.20 Specific Influence on Planning Items (by Academic Field)
E.21 Useful Sources of Teaching Assistance (by Academic Field)
E.22 Steps Faculty Consider in Course Planning (by Academic Field)
E.23 "Course Planning Steps I Take First" (by Academic Field)
E.24 Ways of Communicating Goals to Students (by Academic Field)
E.25 Preferred Method of Arranging Course Content (by Academic Field)
E.26 Preferred Patterns of Arranging Content (by Academic Field)
E.27 Ways of Assisting and Monitoring Student Learning (by Academic Field)
E.28 Useful Indicators of Student Learning (by Academic Field)
E.29 Confidence in Indicators of Student Learning (by Academic Field)

Note: Each table is subdivided into General Education (GE) and Professional (P) courses.

Table E.1(GE)

Characteristics of Introductory Classes (by Academic Field)

Characteristic	Responses by academic field Comp (*n*=415)	Lit (*n*=210)	Hist (*n*=263)	Soc (*n*=141)	Psych (*n*=180)	Bio (*n*=215)	Math (*n*=304)	Fine Arts (*n*=205)	Lang (*n*=172)	Total (*N*=2105)	X^2	*df*	*p*
Average class size													
M	34.83	30.65	62.82	58.85	78.46	69.68	34.60	47.08	28.93	47.52	33.21	8,	.00
SD	23.19	14.48	55.61	43.78	92.21	69.04	21.58	45.50	29.78	49.75		2056	
Average number of times taught													
M	20.20	13.60	20.68	25.72	23.87	16.08	11.99	16.24	13.15	17.71	11.87	8,	.00
SD	22.49	14.99	20.56	27.26	23.90	17.94	14.40	19.54	13.68	20.13		1994	
	Response percentage										X^2	*df*	*p*
Other sections taught													
Yes	97.8	74.2	76.8	75.5	80.3	63.2	80.9	54.2	62.9	76.7	203.55	8	.00
No	2.2	25.8	23.2	24.5	19.7	36.8	19.1	45.8	37.1	23.3			
Course purpose													
Developmental–no credit	2.7	0.5	0.0	0.0	0.0	0.0	2.7	1.0	0.6	1.1	849.64	56	.00
Developmental–with credit	5.1	0.0	0.0	0.0	0.6	0.9	8.0	0.0	3.6	2.6			
General ed–intro	7.3	16.3	14.0	10.7	10.6	36.0	14.3	41.8	15.2	17.5			
General ed–prospective majors and others	20.4	47.8	46.7	70.0	70.4	27.6	27.2	28.4	45.5	38.5			
Intro for major	0.5	7.7	1.9	5.0	7.3	19.6	15.0	5.5	6.7	7.3			
Intro for trade or tech	0.0	0.5	0.0	0.7	0.6	1.4	5.3	0.0	0.6	1.1			
Division wide core	2.7	3.8	2.7	2.1	2.2	2.8	10.6	2.5	4.8	4.0			
College wide core	61.4	23.4	34.6	11.4	8.4	11.7	16.9	20.9	23.0	27.8			

3A1a 7/16/90

Table E.1(P)

Characteristics of Introductory Classes (by Academic Field)

Characteristic	Responses by academic field Ed Psych (*n*=48)	Nurs (*n*=68)	Bus (*n*=91)	Total (*N*=207)	*F*	*df*	*p*
Average class size							
M	40.31	39.36	49.79	44.24	2.11	2,	.12
SD	24.87	29.32	41.90	34.91		201	
Average number of times taught							
M	16.13	6.68	12.08	11.33	5.83	2,	.00
SD	19.96	6.77	15.37	14.98		196	
	Response percentage by academic field				X^2	*df*	*p*
Other sections taught							
Yes	45.8	32.8	71.4	53.2	23.88	2	.00
No	54.2	67.2	28.6	46.8			
Course purpose							
Developmental–no credit	0.0	0.0	1.1	0.5	76.45	14	.00
Developmental–with credit	2.1	1.5	0.0	1.0			
General ed–intro	0.0	1.5	1.1	1.0			
General ed–prospective majors and others	18.8	0.0	18.9	12.7			
Intro for major	58.3	35.8	47.8	46.3			
Intro for trade or tech	4.2	47.8	2.2	17.6			
Division wide core	12.5	11.9	23.3	17.1			
College wide core	4.2	1.5	5.6	3.9			

3A1a 7/16/90

Table E.2(GE)

Characteristics of Faculty Respondents (by Academic Field)

	Responses by academic field												
Characteristic	Comp (*n*=415)	Lit (*n*=210)	Hist (*n*=263)	Soc (*n*=141)	Psych (*n*=180)	Bio (*n*=215)	Math (*n*=304)	Fine Arts (*n*=205)	Lang (*n*=172)	Total (*N*=2105)	*F*	*df*	*p*
Age													
M	45.19	49.80	48.37	45.73	43.58	46.26	45.42	46.04	46.92	46.31	7.94	8,	.00
SD	9.47	8.85	9.95	9.04	8.65	9.03	10.15	10.77	9.38	9.70		2048	
Years full–time college teaching													
M	9.57	16.92	14.73	11.09	10.58	14.41	11.16	13.22	11.55	12.38	15.70	8,	.00
SD	9.32	10.19	10.80	8.57	8.23	9.34	10.05	9.22	9.10	9.82		2095	
Years graduate assistant													
M	1.50	1.62	1.41	1.43	1.33	2.27	1.77	1.14	1.84	1.59	6.26	8,	.00
SD	1.99	1.99	1.71	1.87	1.87	2.11	2.20	1.46	2.07	1.97		2094	
Years high school teaching													
M	3.63	2.12	3.05	1.95	1.47	2.38	4.29	3.45	3.55	3.05	5.90	8,	.00
SD	6.21	4.30	6.19	5.35	4.83	4.69	6.86	6.00	5.66	5.83		2094	
Years teaching in bus or industry													
M	0.27	0.22	0.06	0.11	0.30	0.03	0.24	0.36	0.27	0.21	1.29	8,	.25
SD	1.30	1.72	0.45	0.54	1.65	0.19	2.12	2.38	1.10	1.45		2093	
Years in present college													
M	9.21	14.61	13.76	11.19	9.93	12.99	10.22	12.05	10.51	11.43	12.20	8,	.00
SD	8.38	8.88	9.61	7.28	7.35	8.47	8.91	8.48	8.24	8.71		2069	
Years in other occupation													
M	8.91	8.16	8.22	7.29	8.17	6.60	6.82	9.78	6.80	7.95	2.66	8,	.01
SD	9.82	11.69	10.90	7.92	8.52	9.18	10.16	11.59	9.59	10.13		2086	
Intro courses taught per 12 months													
M	6.61	5.30	4.70	5.28	4.82	3.55	6.31	4.80	4.80	5.32	10.11	8,	.00
SD	6.58	3.57	3.74	5.75	4.23	2.53	6.09	3.34	3.87	4.94		2095	
Upper level courses taught per 12 months													
M	1.27	1.88	2.01	2.33	2.13	1.61	1.18	2.11	2.20	1.75	10.26	8,	.00
SD	1.91	1.89	2.10	2.64	2.58	1.89	1.68	2.29	2.16	2.12		2096	

4A1 7/18/90

Table E.2(GE)—*Continued*

	Responses by academic field												
Characteristic	Comp (*n*=415)	Lit (*n*=210)	Hist (*n*=263)	Soc (*n*=141)	Psych (*n*=180)	Bio (*n*=215)	Math (*n*=304)	Fine Arts (*n*=205)	Lang (*n*=172)	Total (*N*=2105)	*F*	*df*	*p*
Graduate courses taught per 12 months													
M	0.13	0.26	0.32	0.28	0.49	0.39	0.15	0.21	0.11	0.24	6.12	8,	.00
SD	0.57	0.65	0.84	0.79	1.25	0.99	0.60	0.70	0.50	0.78		2095	
					Response percentage				X^2		*df* *p*		
Sex													
Male	46.0	61.1	75.7	61.7	66.5	73.8	68.8	65.0	39.2	61.5	123.53	8	.00
Female	54.0	38.9	24.3	38.3	33.5	26.2	31.3	35.0	60.8	38.5			
Degree													
B.A.	1.9	0.5	0.0	1.4	0.0	1.4	7.9	3.4	4.7	2.5	209.54	24	.00
M.A.	56.0	32.4	28.5	38.3	26.8	34.0	48.8	49.3	35.5	40.9			
2 M.A. s	9.9	5.2	4.6	10.6	10.1	3.7	7.9	9.8	9.9	7.9			
Doctorate	32.1	61.9	66.9	49.6	63.1	60.9	35.3	37.6	50.6	48.7			
Academic rank													
No rank	9.2	7.1	6.9	10.0	11.7	6.5	11.5	6.8	5.2	8.5	207.79	40	.00
Lecturer	25.1	4.3	11.8	13.6	12.3	5.6	15.8	7.8	12.2	13.4			
Instructor	19.3	12.9	8.8	15.0	8.9	13.1	23.7	14.6	22.7	16.0			
Asst. Professor	16.9	19.0	15.6	20.7	20.7	16.8	18.4	22.9	24.4	19.0			
Assoc. Professor	14.7	22.4	21.8	16.4	20.7	28.0	16.4	27.3	18.0	20.1			
Professor	14.7	34.3	35.1	24.3	25.7	29.9	14.1	20.5	17.41	23.0			
Employment													
Full–time	64.1	88.5	77.6	70.9	78.9	89.3	75.3	79.0	72.1	76.2	77.22	8	00
Part–time	35.9	11.5	22.4	29.1	21.1	10.7	24.7	21.0	27.9	23.8			
Tenured													
Yes	38.7	67.3	56.1	55.0	47.2	61.4	39.5	51.5	43.5	49.6	90.68	16	.00
No	42.1	19.7	26.0	25.7	35.0	21.9	43.1	30.4	37.6	32.7			
NA	19.2	13.0	17.9	19.3	17.8	16.7	17.4	18.1	18.8	17.7			
Answers for advanced course													
Very different	13.5	6.5	9.2	7.3	14.0	13.3	13.5	20.4	27.8	13.8	52.50	16	.00
Somewhat different	57.4	52.3	64.8	59.4	54.4	58.2	51.5	51.0	48.1	55.7			
About the same	29.1	41.2	26.0	33.3	30.6	28.5	35.1	28.6	24.1	24.1			

4A1 7/18/90

Table E.2(P)

Characteristics of Faculty Respondents (by Academic Field)

	Responses by academic field						
Characteristic	Ed Psych (*n*=48)	Nurs (*n*=68)	Bus (*n*=91)	Total (*N*=207)	*F*	*df*	*p*
Age							
M	46.83	46.16	46.08	46.28	0.08	2,	.92
SD	10.44	9.96	11.18	10.59		197	
Years full–time college teaching							
M	11.71	10.08	7.85	9.47	3.74	2,	.03
SD	9.11	7.32	8.34	8.32		203	
Years graduate assistant							
M	1.21	0.07	0.46	0.51	21.29	2,	.00
SD	1.20	0.32	1.05	1.01		203	
Years high school teaching							
M	3.02	0.03	1.22	1.25	15.51	2,	.00
SD	4.38	0.17	2.86	3.04		203	
Years teaching in bus. or industry							
M	0.15	0.25	2.87	1.38	10.00	2,	.00
SD	0.74	0.91	6.29	4.42		203	
Years in present college							
M	11.43	7.23	6.80	8.05	8.26	2,	.00
SD	8.50	6.06	5.71	6.78		196	
Years in other occupation							
M	10.52	14.23	14.10	13.30	2.18	2,	.12
SD	10.92	9.96	10.79	10.62		201	
Intro courses taught per 12 months							
M	2.79	2.54	5.70	4.00	18.07	2,	.00
SD	2.14	2.03	4.94	3.93		203	
Upper level courses taught per 12 months							
M	2.81	1.61	1.77	1.96	2.94	2,	.06
SD	2.24	3.52	2.45	2.83		203	

Table E.2(P)—*Continued*

	Responses by academic field						
Characteristic	Ed Psych (*n*=48)	Nurs (*n*=68)	Bus (*n*=91)	Total (*N*=207)	*F*	*df*	*p*
Grad courses taught per 12 months							
M	0.98	0.13	0.24	0.38	9.00	2,	.00
SD	1.95	0.57	0.81	1.17		203	
	Response percentage				*X*	*df*	*p*
Sex							
Male	52.1	3.0	72.5	45.1	76.58	2	.00
Female	47.9	97.0	27.5	54.9			
Degree							
B.A.	0.0	16.7	5.5	7.8	46.32	10	.00
M.A.	25.0	59.1	58.2	50.7			
2 M.A. s	8.3	7.6	13.2	10.2			
Doctorate	66.7	16.7	23.1	31.2			
Academic rank							
No rank	2.1	6.0	6.6	5.3	31.95	10	.00
Lecturer	12.5	6.0	14.3	11.2			
Instructor	2.1	31.3	31.9	24.8			
Asst. Professor	29.2	35.8	25.3	29.6			
Assoc. Professor	31.3	10.4	12.1	16.0			
Professor	22.9	10.4	9.9	13.1			
Employment							
Full–time	85.4	91.0	70.3	80.6	11.52	2	.00
Part–time	14.6	9.0	29.7	19.4			
Tenured							
Yes	57.4	44.8	31.1	41.7	11.31	4	.02
No	29.8	40.3	41.1	38.2			
NA	12.8	14.9	27.8	20.1			
Answers for advanced course							
Very different	9.8	13.9	9.5	10.7	1.12	4	.89
Somewhat different	48.8	44.4	54.0	50.0			
About the same	41.5	41.7	36.5	39.3			

Table E.3(GE)

Perceived "Characteristics of My Academic Field" (by Academic Field)

Characteristic	Comp (*n*=415)	Lit (*n*=210)	Hist (*n*=263)	Soc (*n*=141)	Psych (*n*=180)	Bio (*n*=215)	Math (*n*=304)	Fine Arts (*n*=205)	Lang (*n*=172)	Total (*N*=2105)	χ^2	*df*	*p*
	Response percentage by academic field												
A mode of inquiry											269.40	16	00
Describes my field poorly	12.8	6.8	5.1	0.7	1.7	3.3	11.2	13.6	39.8	10.6			
Neutral	22.2	17.9	15.6	9.3	14.9	13.7	25.7	22.7	24.6	19.4			
Describes my field well	64.9	75.4	79.4	90.0	83.4	82.9	63.0	63.6	35.7	70.1			
An interrelated set of interests and values											231.12	16	.00
Describes my field poorly	14.4	2.9	7.4	5.8	14.2	19.3	38.9	4.5	22.5	15.5			
Neutral	25.4	18.4	16.8	25.2	21.0	22.8	21.5	16.6	23.1	21.3			
Describes my field well	60.2	78.6	75.8	69.1	64.8	57.9	39.6	78.9	54.4	63.1			
Skills to be mastered											345.23	16	.00
Describes my field poorly	3.0	21.1	20.6	20.6	18.8	23.1	6.9	19.9	1.2	13.6			
Neutral	12.7	34.9	34.2	30.5	42.0	26.4	11.9	24.4	5.8	23.2			
Describes my field well	84.4	44.0	45.1	48.9	39.2	50.5	81.2	55.7	93.0	63.2			
Skills to be applied											302.10	16	00
Describes my field poorly	2.0	14.4	22.5	14.3	13.1	20.3	4.6	15.5	0.0	10.9			
Neutral	10.8	30.8	33.3	32.1	33.0	24.6	14.6	21.5	4.7	21.4			
Describes my field well	87.2	54.8	44.2	53.6	54.0	55.1	80.8	63.0	95.3	67.7			
Phenomena to explain											597.14	16	00
Describes my field poorly	57.8	32.4	13.2	2.9	3.4	5.3	46.8	31.5	58.1	31.9			
Neutral	22.7	30.4	18.3	17.1	10.7	14.8	22.6	25.5	19.8	20.7			
Describes my field well	19.5	37.2	68.5	80.0	85.9	79.9	30.6	43.0	22.1	47.3			
Individuals who share common interests											260.87	16	.00
Describes my field poorly	39.6	14.1	12.5	14.4	18.3	21.5	53.2	27.1	40.6	29.2			
Neutral	27.5	22.3	16.4	20.9	20.0	24.4	20.9	22.1	16.5	21.8			
Describes my field well	32.9	63.6	71.1	64.7	61.7	54.1	25.9	50.8	42.9	49.0			
Organized body of knowledge											266.03	16	.00
Describes my field poorly	21.4	19.4	5.8	3.5	7.9	1.4	2.6	9.9	18.0	10.7			
Neutral	28.7	31.6	14.7	22.0	19.8	6.7	7.9	17.8	15.1	18.6			
Describes my field well	49.9	49.0	79.5	74.5	72.3	91.9	89.5	72.3	66.9	70.7			
Interrelated concepts and operations											179.42	16	00
Describes my field poorly	10.2	19.9	15.1	4.3	4.6	1.0	1.3	15.4	12.4	9.3			
Neutral	21.9	25.2	22.1	14.2	21.1	9.1	5.9	18.4	16.5	17.2			
Describes my field well	67.9	54.9	62.8	81.6	74.3	90.0	92.8	66.2	71.2	73.4			

8A1 9/18/90

Table E.3(P)

Perceived "Characteristics of My Academic Field" (by Academic Field)

Characteristic	Ed Psych (*n*=48)	Nurs (*n*=68)	Bus (*n*=91)	Total (*N*=256)	χ^2	*df*	*p*
	Response percentage by academic field						
A mode of inquiry					2.86	4	58
Describes my field poorly	14.6	7.7	13.3	11.8			
Neutral	27.1	29.2	34.4	31.0			
Describes my field well	58.3	63.1	52.2	57.1			
An interrelated set of interests and values					3.05	4	.55
Describes my field poorly	6.4	1.6	3.3	3.5			
Neutral	19.1	15.6	22.2	19.4			
Describes my field well	74.5	82.8	74.4	77.1			
Skills to be mastered					33.96	4	.00
Describes my field poorly	13.0	1.5	14.3	9.9			
Neutral	19.6	3.0	33.0	20.2			
Describes my field well	67.4	95.5	52.7	70.0			
Skills to be applied					17.08	4	00
Describes my field poorly	10.6	1.5	15.6	9.9			
Neutral	12.8	1.5	13.3	9.4			
Describes my field well	76.6	96.9	71.1	80.7			
Phenomena to explain					12.63	4	.01
Describes my field poorly	15.2	28.8	31.1	26.7			
Neutral	19.6	22.7	34.4	27.2			
Describes my field well	65.2	48.5	34.4	46.0			
Individuals who share common interests					2.96	4	.56
Describes my field poorly	25.5	37.5	34.1	33.2			
Neutral	31.9	34.4	33.0	33.2			
Describes my field well	42.6	28.1	33.0	33.7			
Organized body of knowledge					10.66	4	.03
Describes my field poorly	8.5	1.5	7.8	5.9			
Neutral	17.0	9.1	24.4	17.7			
Describes my field well	74.5	89.4	67.8	76.4			
Interrelated concepts and operations					8.60	4	07
Describes my field poorly	4.3	4.6	6.6	5.4			
Neutral	4.3	7.7	18.7	11.8			
Describes my field well	91.5	87.7	74.7	82.8			

8A1 9/18/90

Table E.4(GE)

Characteristics of Field as Portrayed in Introductory Course (by Academic Field)

Characteristic	Response percentage by academic field Comp (*n*=415)	Lit (*n*=210)	Hist (*n*=263)	Soc (*n*=141)	Psych (*n*=180)	Bio (*n*=215)	Math (*n*=304)	Fine Arts (*n*=205)	Lang (*n*=172)	Total (*N*=2105)	χ^2	*df*	*p*
A mode of inquiry													
Describes my field poorly	12.2	6.3	7.0	0.7	4.0	9.4	16.2	13.6	38.9	12.1	225.59	16	.00
Neutral	17.2	18.8	19.8	7.1	17.8	21.1	29.7	23.6	25.7	20.6			
Describes my field well	70.6	75.0	73.2	92.1	78.2	69.5	54.1	62.8	35.3	67.3			
An interrelated set of interests and values													
Describes my field poorly	12.5	1.9	8.9	7.9	10.3	16.2	39.3	5.5	24.7	15.1	275.26	16	.00
Neutral	23.4	13.5	14.0	20.1	22.9	23.0	24.3	12.0	24.7	20.1			
Describes my field well	64.1	84.5	77.0	71.9	66.9	60.8	36.3	82.5	50.6	64.9			
Skills to be mastered													
Describes my field poorly	4.5	24.5	22.2	26.2	23.3	27.1	3.0	24.9	0.6	15.5	474.49	16	.00
Neutral	9.2	27.9	30.7	27.0	42.0	31.9	7.6	29.4	2.9	21.3			
Describes my field well	86.4	47.6	47.1	46.8	34.7	41.0	89.5	45.8	96.5	63.2			
Skills to be applied													
Describes my field poorly	1.2	14.4	21.6	20.0	21.0	26.8	3.6	22.5	0.6	13.0	418.66	16	.00
Neutral	7.1	26.4	34.0	24.3	29.5	28.2	10.9	25.5	0.6	19.4			
Describes my field well	91.6	59.1	44.4	55.7	49.4	45.0	85.4	52.0	98.8	67.6			
Phenomena to explain													
Describes my field poorly	58.8	29.6	13.0	3.6	2.8	4.8	50.3	33.5	58.6	32.5	626.44	16	.00
Neutral	22.3	31.6	22.0	12.1	10.2	18.2	24.0	20.5	19.5	20.9			
Describes my field well	18.9	38.8	65.0	84.3	86.9	77.0	25.7	46.0	21.9	46.6			
Individuals who share common interests													
Describes my field poorly	36.1	9.2	12.8	17.4	17.2	24.2	59.1	26.9	40.8	29.3	298.20	16	.00
Neutral	29.1	24.3	20.2	24.6	22.4	24.2	21.6	21.4	16.6	23.3			
Describes my field well	34.8	66.5	66.9	58.0	60.3	51.7	19.3	51.7	42.6	47.4			
Organized body of knowledge													
Describes my field poorly	23.6	20.5	5.8	3.6	7.4	1.9	2.6	10.8	18.2	11.4	276.08	16	.00
Neutral	28.9	29.3	16.0	17.9	14.3	5.2	11.5	13.3	14.1	17.6			
Describes my field well	47.5	50.2	78.2	78.6	78.3	92.9	85.9	75.9	67.6	71.0			
Interrelated concepts and operations													
Describes my field poorly	10.0	19.4	14.5	3.6	4.0	1.4	3.6	13.9	13.1	9.4	141.01	16	.00
Neutral	18.5	22.8	21.5	12.1	17.1	11.4	5.6	17.8	13.1	15.6			
Describes my field well	71.6	57.8	64.1	84.3	78.9	87.1	90.8	68.3	73.8	75.0			

9A1 7/16/90

Table E.4(P)

Characteristics of Field as Portrayed in Introductory Course (by Academic Field)

Characteristic	Response percentage by academic field Ed Psych (*n*=48)	Nurs (*n*=68)	Bus (*n*=91)	Total (*N*=207)	χ^2	*df*	*p*
A mode of inquiry							
Describes my field poorly	12.8	9.1	13.3	11.8	2.21	4	.70
Neutral	17.0	27.3	24.4	32.6			
Describes my field well	70.2	63.6	62.2	64.5			
An interrelated set of interests and values							
Describes my field poorly	4.3	1.6	3.3	3.0	2.39	4	.66
Neutral	14.9	14.1	21.1	17.4			
Describes my field well	80.9	84.4	75.6	79.6			
Skills to be mastered							
Describes my field poorly	13.0	6.1	13.3	10.9	38.30	4	.00
Neutral	19.6	4.5	43.3	25.2			
Describes my field well	67.4	89.4	43.3	63.9			
Skills to be applied							
Describes my field poorly	10.6	3.1	12.4	9.0	11.21	4	.02
Neutral	6.4	4.6	15.7	10.0			
Describes my field well	83.0	92.3	71.9	81.1			
Phenomena to explain							
Describes my field poorly	13.0	28.4	32.6	26.7	14.01	4	.01sig
Neutral	13.0	26.9	25.8	23.3			
Describes my field well	73.9	44.8	41.6	50.0			
Individuals who share common interests							
Describes my field poorly	17.0	38.5	26.1	28.0	7.97	4	.09
Neutral	27.7	26.2	33.0	29.5			
Describes my field well	55.3	35.4	40.9	42.5			
Organized body of knowledge							
Describes my field poorly	4.3	1.5	2.2	2.4	16.48	4	.00
Neutral	17.0	6.0	30.8	19.5			
Describes my field well	78.7	92.5	67.0	78.0			
Interrelated concepts and operations							
Describes my field poorly	2.1	1.5	4.4	2.9	5.04	4	.28
Neutral	12.8	7.5	17.6	13.2			
Describes my field well	85.1	91.0	78.0	83.9			

9A2 7/16/90

Table E.5(GE)

Specific Influence on Planning Items (by Academic Field)

	Response percentage by academic field												
Influence	Comp (*n*=415)	Lit (*n*=210)	Hist (*n*=263)	Soc (*n*=141)	Psych (*n*=180)	Bio (*n*=215)	Math (*n*=304)	Fine Arts (*n*=205)	Lang (*n*=172)	Total (*N*=2105)	X^2	*df*	*p*
Important concepts and principles													
Not influential	5.1	1.9	2.3	0.7	1.1	0.0	0.7	5.4	13.4	3.3	151.17	16	.00
Neutral	16.1	13.3	9.7	10.0	4.4	1.9	3.7	9.8	15.7	9.7			
Very influential	78.8	84.8	88.2	89.3	94.4	98.1	95.7	84.8	70.9	87.0			
Mode of inquiry													
Not influential	9.5	1.9	4.2	4.3	2.8	3.7	7.4	8.9	31.3	7.9	209.88	16	.00
Neutral	17.1	9.5	17.9	10.7	13.3	14.0	21.4	27.6	22.9	17.5			
Very influential	73.4	88.6	77.9	85.0	83.9	82.3	71.2	63.5	45.8	74.6			
Acquire essential skills													
Not influential	1.0	5.7	9.2	15.1	21.1	20.9	1.0	37.7	0.6	10.8	657.28	16	.00
Neutral	4.1	17.2	35.1	36.7	37.8	30.2	3.7	25.5	1.7	18.9			
Very influential	94.9	77.0	55.7	48.2	41.1	48.8	95.3	36.8	97.7	70.4			
Relate field to other fields													
Not influential	4.4	6.2	4.2	6.4	10.0	5.6	3.7	7.8	11.7	6.1	63.19	16	.00
Neutral	11.4	21.0	16.5	19.3	27.2	27.0	21.7	16.2	22.2	19.3			
Very influential	84.3	72.9	79.2	74.3	62.8	67.4	74.6	76.0	66.1	74.6			
Link concepts to social problems													
Not influential	27.3	15.3	9.9	1.4	6.1	17.3	62.2	36.3	39.5	26.2	525.15	16	.00
Neutral	36.6	30.1	18.7	10.7	19.4	27.1	25.1	29.4	26.7	26.4			
Very influential	36.1	54.5	71.4	87.9	74.4	55.6	12.7	34.3	33.7	47.4			
Contribute to personal development													
Not influential	3.6	2.9	5.8	2.1	3.9	15.9	22.7	4.9	12.2	8.6	264.3	16	.00
Neutral	9.7	9.0	20.4	10.0	12.8	29.4	30.1	14.2	14.0	17.0			
Very influential	86.7	88.1	73.8	87.9	83.3	54.7	47.2	80.9	73.9	74.5			

Table E5(GE)—*Continued*

	Response percentage by academic field												
Influence	Comp (*n*=415)	Lit (*n*=210)	Hist (*n*=263)	Soc (*n*=141)	Psych (*n*=180)	Bio (*n*=215)	Math (*n*=304)	Fine Arts (*n*=205)	Lang (*n*=172)	Total (*N*=2105)	X^2	*df*	*p*
Acquire specialized vocabulary													
Not influential	37.6	33.8	56.1	13.6	11.1	7.9	13.4	23.0	11.1	25.6	418.97	16	.00
Neutral	35.1	30.5	27.9	29.3	28.3	21.0	21.4	24.0	11.7	26.4			
Very influential	27.3	35.7	16.0	57.1	60.6	71.0	65.2	52.9	77.2	48.1			
Examine diverse views													
Not influential	37.5	17.2	9.9	5.0	10.6	31.8	62.5	18.7	49.1	29.6	437.6	16	.00
Neutral	29.7	23.0	21.4	24.3	23.5	28.5	24.7	28.6	27.2	25.9			
Very influential	32.8	59.8	68.7	70.7	65.9	39.7	12.7	52.7	23.7	44.4			

Table E.5(P)

Specific Influence on Planning Items (by Academic Field)

Influence	Ed Psych (n=48)	Nurs (n=68)	Bus (n=91)	Total (N=207)	χ^2	*df*	*p*
	Response percentage by academic field						
Important concepts and principles							
Not influential	0.0	3.0	6.6	4.4	2.96	8	.81
Neutral	2.1	18.2	22.0	20.5			
Very influential	97.9	78.8	71.4	75.1			
Mode of inquiry							
Not influential	12.5	1.5	9.9	7.9	15.44	8	.05
Neutral	22.9	15.4	23.1	20.6			
Very influential	64.6	83.1	67.1	71.5			
Acquire essential skills							
Not influential	2.1	3.0	7.7	4.9	40.29	8	.00
Neutral	20.8	6.1	28.6	19.5			
Very influential	77.1	90.9	63.8	75.6			
Relate field to other fields							
Not influential	2.1	13.6	5.5	7.4	29.32	8	00
Neutral	29.2	42.4	14.3	26.8			
Very influential	68.7	43.9	80.3	65.9			
Link concepts to social problems							
Not influential	2.1	9.1	16.5	10.8	12.57	8	13
Neutral	31.3	28.8	19.8	25.4			
Very influential	66.7	62.1	63.8	63.9			
Contribute to personal development							
Not influential	4.2	1.5	7.8	4.9	9.13	8	33
Neutral	12.5	18.2	23.3	19.1			
Very influential	83.3	80.3	68.9	76.0			

Table E.5(P)—*Continued*

Influence	Ed Psych (n=48)	Nurs (n=68)	Bus (n=91)	Total (N=207)	χ^2	*df*	*p*
	Response percentage by academic field						
Acquire specialized vocabulary							
Not influential	6.3	1.5	11.1	6.9	54.50	8	.00
Neutral	45.8	4.5	20.0	21.1			
Very influential	47.9	93.9	33.3	72.1			
Examine diverse views							
Not influential	10.4	37.8	14.3	20.9	22.32	8	.00
Neutral	18.8	22.7	27.5	23.9			
Very influential	70.8	39.4	58.3	55.2			

BEST COPY AVAILABLE

Table E.6(GE)

Specific Influences on Selecting Course Content (by Academic Field)

	Response percentage by academic field												
Influence	Comp (*n*=415)	Lit (*n*=210)	Hist (*n*=263)	Soc (*n*=141)	Psych (*n*=180)	Bio (*n*=215)	Math (*n*=304)	Fine Arts (*n*=205)	Lang (*n*=172)	Total (*N*=2105)	X^2	*df*	*p*
Fundamental concept													
Not influential	9.7	3.4	3.4	1.4	1.0	1.4	3.0	2.0	11.5	4.4	164.42	16	.00
Neutral	16.9	15.9	6.9	3.5	2.8	2.8	4.7	6.4	17.3	9.1			
Very influential	73.4	80.8	89.7	95.0	97.2	95.8	92.3	91.7	71.2	86.4			
Stimulates search for meaning													
Not influential	19.8	4.8	18.8	15.6	17.2	35.0	74.1	23.2	45.9	29.3	486.97	16	.00
Neutral	21.7	14.5	23.0	19.1	21.7	22.9	15.2	26.1	22.3	20.6			
Very influential	58.5	80.7	58.2	65.2	61.1	42.1	10.8	50.7	31.8	50.0			
Assists in career search													
Not influential	34.8	58.7	59.4	34.0	34.4	49.1	34.9	64.0	42.0	45.1	153.82	16	.00
Neutral	37.0	28.8	31.4	38.3	33.3	29.4	28.9	22.7	26.8	31.1			
Very influential	28.4	12.5	9.2	27.7	32.2	21.5	36.2	13.3	31.2	23.8			
Topic is easy													
Not influential	55.1	66.2	67.8	57.9	63.9	71.2	66.8	59.6	50.6	62.2	65.12	16	.00
Neutral	31.1	25.1	24.1	27.1	27.8	18.1	22.5	23.6	22.4	25.1			
Very influential	13.8	8.7	8.0	15.0	8.3	10.7	10.7	16.7	26.9	12.7			
Helps integrate ideas													
Not influential	8.9	9.2	7.7	3.6	7.2	8.4	13.5	4.9	19.9	9.3	53.57	16	.00
Neutral	19.3	21.8	19.3	15.8	26.1	22.9	24.9	27.6	19.9	22.0			
Very influential	71.9	68.9	73.0	80.6	66.7	68.7	61.6	67.5	60.3	68.7			
Topic is enjoyable													
Not influential	18.8	10.6	14.2	9.9	12.8	23.7	38.3	10.3	13.9	18.4	175.05	16	.00
Neutral	28.6	24.6	37.7	23.4	29.4	30.2	34.9	25.6	20.3	29.2			
Very influential	52.6	64.7	48.1	66.7	57.8	46.0	26.8	64.0	65.8	52.4			

Table E.6(GE)—*Continued*

	Response percentage by academic field												
Influence	Comp (*n*=415)	Lit (*n*=210)	Hist (*n*=263)	Soc (*n*=141)	Psych (*n*=180)	Bio (*n*=215)	Math (*n*=304)	Fine Arts (*n*=205)	Lang (*n*=172)	Total (*N*=2105)	X^2	*df*	*p*
Topic encourages investigation													
Not influential	6.7	5.8	7.3	5.0	8.9	11.2	20.0	4.9	23.6	10.2	152.68	16	.00
Neutral	16.0	18.8	20.5	19.9	22.2	28.4	35.6	20.7	23.6	22.8			
Very influential	77.3	75.1	72.2	75.2	68.9	60.5	44.4	74.4	52.9	67.0			
Topic interrelates fundamental principles													
Not influential	11.4	10.7	8.1	5.7	8.9	6.5	5.0	9.4	24.7	9.7	64.69	16	.00
Neutral	21.9	25.9	26.0	16.3	26.7	22.9	21.1	22.7	20.1	22.8			
Very influential	66.7	63.4	65.9	78.0	64.4	70.6	73.8	68.0	55.2	67.5			
Topic useful in solving problems on job													
Not influential	11.1	45.1	41.1	19.1	16.8	27.6	3.7	48.3	34.6	25.4	408.62	16	.00
Neutral	25.7	29.9	31.0	29.1	24.6	27.6	9.1	23.6	22.6	24.3			
Very influential	63.1	25.0	27.9	51.8	58.7	44.9	87.2	28.1	42.9	50.4			
Topic is important example of inquiry in field													
Not influential	18.6	7.3	5.0	5.0	3.3	6.0	11.4	19.2	39.4	12.8	208.97	16	.00
Neutral	26.1	23.3	18.9	15.6	19.4	20.5	25.8	19.2	28.4	22.5			
Very influential	55.3	69.4	76.1	79.4	77.2	73.5	62.8	61.6	32.3	64.8			

Table E.6(P)

Specific Influences on Selecting Course Content (by Academic Field)

	Response percentage by academic field						
Influence	Ed Psych (*n*=48)	Nurs (*n*=68)	Bus (*n*=91)	Total (*N*=207)	χ^2	*df*	*p*
Fundamental concept							
Not influential	2.1	0.0	2.2	1.5	9.99	6	.13
Neutral	2.1	4.5	10.0	6.3			
Very influential	95.9	95.5	87.8	92.2			
Stimulates search for meaning							
Not influential	39.6	38.8	35.6	37.5	4.23	8.	.84
Neutral	22.9	29.9	30.0	28.3			
Very influential	37.5	31.3	34.4	34.2			
Assists in career search							
Not influential	14.6	18.2	5.5	11.8	18.88	8	.02
Neutral	8.3	22.7	20.0	18.1			
Very influential	77.1	59.1	74.4	70.1			
Topic is easy							
Not influential	66.6	61.2	42.2	54.1	15.92	8	.04
Neutral	27.1	20.9	35.6	28.8			
Very influential	6.3	18.0	22.3	17.1			
Helps integrate ideas							
Not influential	2.1	9.0	6.6	6.4	17.54	8.	.02
Neutral	8.3	20.9	16.7	16.1			
Very influential	89.6	70.2	76.6	77.5			
Topic is enjoyable							
Not influential	27.6	28.3	14.6	22.2	11.50	8	.18
Neutral	21.3	37.3	31.5	31.0			
Very influential	51.1	34.3	53.9	46.8			

Table E.6(P)—*Continued*

	Response percentage by academic field						
Influence	Ed Psych (*n*=48)	Nurs (*n*=68)	Bus (*n*=91)	Total (*N*=207)	χ^2	*df*	*p*
Topic encourages investigation							
Not influential	10.5	14.9	8.9	11.2	5.64	8	.69
Neutral	20.8	17.9	22.2	20.5			
Very influential	68.8	67.2	68.9	68.3			
Topic interrelates fundamental principles							
Not influential	10.4	14.9	8.9	11.2	10.92	8	.21
Neutral	16.7	17.9	26.7	21.5			
Very influential	73.0	67.2	64.4	67.3			
Topic useful in solving problems on job							
Not influential	0.0	3.0	5.5	2.9	23.39	8	.00
Neutral	14.6	6.0	17.8	13.2			
Very influential	85.4	91.0	76.7	83.4			
Topic is important example of inquiry in field							
Not influential	8.4	6.1	10.0	8.3	8.55	8	.38
Neutral	27.1	24.2	21.1	23.5			
Very influential	64.6	69.7	68.9	68.2			

Table E.7-GE

Specific Influence on Planning Items (by Academic Field)

	Response percentage by academic field												
Influence	Comp (*n*=415)	Lit (*n*=210)	Hist (*n*=263)	Soc (*n*=141)	Psych (*n*=180)	Bio (*n*=215)	Math (*n*=304)	Fine Arts (*n*=205)	Lang (*n*=172)	Total (*N*=2105)	χ^2	*df*	*p*
My educational purpose													
Not influential	0.7	3.4	4.9	2.2	1.1	6.0	5.8	4.4	7.0	3.8	70.26	16	.00
Neutral	10.7	9.6	12.9	8.6	9.4	19.5	21.5	11.2	8.2	12.9			
Very influential	88.6	87.0	82.1	89.2	89.4	74.4	72.9	84.4	84.8	83.3			
My religious beliefs													
Not influential	70.8	70.8	66.9	70.0	73.9	75.3	84.1	74.1	77.3	73.7	37.80	16	.00
Neutral	16.4	12.4	16.3	12.9	14.4	9.3	9.0	10.7	11.0	12.8			
Very influential	12.8	16.7	16.7	17.1	11.7	15.3	7.0	15.1	11.6	13.4			
My beliefs about teaching													
Not influential	5.3	7.7	12.3	8.6	6.7	14.4	13.6	13.2	7.6	9.9	48.75	16	.00
Neutral	18.4	25.1	21.5	17.3	20.2	29.3	22.5	21.1	17.6	21.5			
Very influential	76.3	67.1	66.2	74.1	73.0	56.3	63.9	65.7	74.7	68.7			
My political beliefs													
Not influential	81.2	80.3	66.0	58.3	77.2	88.4	95.7	86.3	86.6	81.1	156.57	16	.00
Neutral	14.0	13.0	21.0	24.5	15.6	7.9	3.3	11.8	9.3	12.8			
Very influential	4.8	6.7	13.0	17.3	7.2	3.7	1.0	2.0	4.1	6.1			
Teaching experience													
Not influential	0.2	1.9	1.5	0.7	1.7	3.7	1.7	1.5	0.0	1.4	48.93	16	.00
Neutral	2.7	5.7	11.1	8.6	6.7	9.8	9.6	9.8	2.9	7.2			
Very influential	97.1	92.3	87.4	90.7	91.7	86.4	88.7	88.8	97.1	91.4			
Formal education courses													
Not influential	51.2	64.4	63.5	45.3	39.4	48.4	43.7	38.1	47.1	49.7	80.62	16	.00
Neutral	23.4	12.5	13.7	16.5	20.6	18.1	25.5	24.3	16.3	19.7			
Very influential	25.4	23.1	22.8	38.1	40.0	33.5	30.8	37.6	36.6	30.6			
Instructional workshops													
Not influential	36.7	51.9	58.8	41.4	40.8	42.3	42.9	42.6	23.4	42.6	97.57	16	.00
Neutral	24.6	25.0	24.0	20.0	26.8	27.7	28.9	30.9	26.3	26.1			
Very influential	38.6	23.1	17.2	38.6	32.4	30.0	28.2	26.5	50.3	31.3			

15A2a 7/18/90

Table E.7 (GE)—*Continued*

	Response percentage by academic field												
Influence	Comp (*n*=415)	Lit (*n*=210)	Hist (*n*=263)	Soc (*n*=141)	Psych (*n*=180)	Bio (*n*=215)	Math (*n*=304)	Fine Arts (*n*=205)	Lang (*n*=172)	Total (*N*=2105)	χ^2	*df*	*p*
Practitioner experience													
Not influential	3.2	9.4	7.7	13.6	16.7	13.5	15.0	6.5	3.5	9.3	94.02	16	.00
Neutral	9.0	7.4	10.3	12.1	15.0	14.9	17.3	8.5	6.5	11.3			
Very influential	87.8	83.2	82.0	74.3	68.3	71.6	67.8	85.1	90.0	79.4			
Way I was taught													
Not influential	64.6	55.8	46.4	56.4	64.4	53.0	44.9	62.4	57.9	56.1	66.32	16	.00
Neutral	23.6	23.6	23.0	27.1	18.9	27.4	30.4	20.8	24.6	24.5			
Very influential	11.8	20.7	30.7	16.4	16.7	19.5	24.8	16.8	17.5	19.4			
Scholarly preparation													
Not influential	14.7	5.7	4.9	6.4	11.1	6.0	10.9	5.9	18.6	9.8	70.90	16	.00
Neutral	25.1	19.6	16.0	13.6	18.9	20.9	23.1	17.2	20.3	20.2			
Very influential	60.1	74.6	79.1	80.0	70.0	73.0	66.3	76.8	61.0	70.0			
Practitioner preparation													
Not influential	12.5	13.4	16.7	21.4	24.0	20.9	21.3	8.9	12.0	16.5	73.82	16	.00
Neutral	18.9	24.9	20.2	12.9	19.6	20.9	26.2	12.4	12.0	19.4			
Very influential	68.6	61.7	63.0	65.7	56.4	58.1	52.5	78.7	75.9	64.1			

Table E.7(P)

Influence of Background Beliefs on Course Planning (by Academic Field)

	Percent responses by academic field						
Influence	Ed Psych (*n*=48)	Nurs (*n*=68)	Bus (*n*=91)	Total (*N*=207)	χ^2	*df*	*p*
My educational purpose							
Not influential	2.1	4.5	2.2	2.9	12.72	8	.12
Neutral	2.1	13.6	20.9	14.1			
Very influential	95.8	81.8	77.0	83.0			
My religious beliefs							
Not influential	68.8	65.1	64.8	65.9	16.37	8	.04
Neutral	14.6	24.2	20.9	20.5			
Very influential	16.7	10.6	14.3	13.7			
My beliefs about teaching							
Not influential	4.2	9.1	6.6	6.8	21.60	8	.01
Neutral	10.4	15.2	24.2	18.0			
Very influential	85.5	75.7	69.2	75.1			
My political beliefs							
Not influential	75.0	89.4	78.0	80.9	8.65	8	.37
Neutral	18.8	7.6	14.3	13.2			
Very influential	6.3	3.0	7.7	5.9			
Teaching experience							
Not influential	2.1	3.0	4.4	3.5	5.12	8	.74
Neutral	10.4	12.1	12.1	11.7			
Very influential	87.5	84.8	83.6	84.9			
Formal education courses							
Not influential	12.6	12.1	20.9	16.1	6.13	8	.63
Neutral	22.9	19.7	17.6	19.5			
Very influential	64.6	68.2	61.6	64.4			

Table E.7(P)—*Continued*

Influence of Background Beliefs on Course Planning (by Academic Field)

	Percent responses by academic field						
Influence	Ed Psych (*n*=48)	Nurs (*n*=68)	Bus (*n*=91)	Total (*N*=207)	χ^2	*df*	*p*
Instructional workshops							
Not influential	14.6	10.6	29.7	20.0	18.57	8	.02
Neutral	41.7	21.2	23.1	26.8			
Very influential	43.8	68.2	47.3	53.2			
Practitioner experience							
Not influential	2.1	0.0	6.6	3.5	10.04	8	.26
Neutral	4.2	3.0	6.6	4.9			
Very influential	93.8	97.0	86.8	91.7			
Way I was taught							
Not influential	75.1	63.6	58.9	64.2	16.58	8	.03
Neutral	18.8	24.2	26.7	24.0			
Very influential	6.3	12.1	14.5	11.8			
Scholarly preparation							
Not influential	0.0	3.0	17.6	8.8	19.41	8	.01
Neutral	29.2	19.7	23.1	23.4			
Very influential	70.8	77.2	59.4	67.8			
Practitioner preparation							
Not influential	8.4	0.0	9.9	6.4	14.93	8	.06
Neutral	12.5	9.1	11.0	10.7			
Very influential	79.2	90.9	79.2	83.0			

Table E.8(GE)

Beliefs About Education (by Academic Field)

Purpose of Education	Response percentage by academic field Comp (*n*=415)	Lit (*n*=210)	Hist (*n*=263)	Soc (*n*=141)	Psych (*n*=180)	Bio (*n*=215)	Math (*n*=304)	Fine Arts (*n*=205)	Lang (*n*=172)	Total (*N*=2105)	χ^2	*df*	*p*
Social change													
Not like my belief	17.2	18.4	14.3	6.4	8.9	23.2	51.2	21.8	22.4	21.9	271.44	16	.00
Neutral	29.3	30.4	24.3	15.0	17.3	31.3	26.2	28.7	20.6	25.8			
Very much like my belief	53.5	51.2	61.4	78.6	73.7	45.5	22.6	49.5	57.1	52.3			
Effective thinking													
Not like my belief	0.7	2.9	1.1	0.0	3.3	0.5	0.7	3.5	4.7	1.7	53.41	16	.00
Neutral	5.1	9.6	5.0	6.4	12.8	8.1	5.9	11.9	12.4	7.9			
Very much like my belief	94.2	87.6	93.9	93.6	83.9	91.4	93.4	84.7	82.9	90.3			
Systematic instruction													
Not like my belief	16.0	27.8	17.7	17.3	20.0	17.5	10.9	18.8	8.2	16.9	66.36	16	.00
Neutral	28.4	28.7	32.3	30.2	26.1	32.1	27.1	27.2	15.9	27.9			
Very much like my belief	55.6	43.5	50.0	52.5	53.9	50.5	62.0	54.0	75.9	55.2			
Vocational development													
Not like my belief	34.9	62.7	58.1	44.6	44.4	47.4	18.1	57.9	40.2	43.5	195.53	16	.00
Neutral	34.4	24.4	24.6	36.0	32.2	29.7	33.9	20.8	32.0	30.0			
Very much like my belief	30.8	12.9	17.3	19.4	23.3	23.0	48.0	21.3	27.8	26.5			
Determined by mission and resource constraints													
Not like my belief	63.6	64.3	64.6	66.4	65.7	60.7	59.8	66.0	59.2	63.2	19.97	16	.22
Neutral	22.7	23.7	23.8	22.9	23.0	26.1	28.6	24.5	19.5	24.1			
Very much like my belief	13.7	12.1	11.5	10.7	11.2	13.3	11.6	9.5	21.3	12.7			
Personal enrichment													
Not like my belief	23.2	24.4	45.5	29.5	27.8	51.2	69.5	20.4	35.3	37.2	300.05	16	.00
Neutral	25.9	27.3	28.8	27.3	28.3	31.8	19.2	28.4	33.5	27.2			
Very much like my belief	50.8	48.3	25.7	43.2	43.9	17.1	11.3	51.2	31.2	35.6			
Learn great ideas of humanity													
Not like my belief	34.1	9.1	11.2	15.7	7.8	16.6	30.9	9.4	48.8	21.8	276.08	16	.00
Neutral	31.5	18.2	21.9	27.9	36.1	33.2	29.2	22.3	22.9	27.4			
Very much like my belief	34.4	72.7	66.9	56.4	56.1	50.2	39.9	68.3	28.3	50.9			
Clarify values and achieve commitment													
Not like my belief	13.8	4.3	10.0	11.5	13.3	21.9	33.4	10.4	21.9	16.2	169.98	16	.00
Neutral	21.3	17.2	22.3	28.8	29.4	27.1	32.1	21.3	23.1	24.5			
Very much like my belief	64.9	78.5	67.7	59.7	57.2	51.0	34.4	68.3	55.0	59.3			

10A1 7/16/90

Table E.8(P)

Beliefs About Education (by Academic Field)

Purpose of Education	Response percentage by academic field Ed Psych (*n*=48)	Nurs (*n*=68)	Bus (*n*=91)	Total (*N*=207)	χ^2	*df*	*p*
Social change							
Not like my belief	8.5	7.6	11.0	9.3	1.65	4	.80
Neutral	14.9	22.7	19.8	19.6			
Very much like my belief	76.6	69.7	69.2	71.1			
Effective thinking							
Not like my belief	2.1	1.5	2.2	2.0	2.26	4	.69
Neutral	10.6	6.1	13.2	10.3			
Very much like my belief	87.2	92.4	84.6	87.7			
Systematic instruction							
Not like my belief	4.3	3.0	12.1	7.3	12.22	4	.02
Neutral	21.3	14.9	29.7	22.9			
Very much like my belief	74.5	82.1	58.2	69.8			
Vocational development							
Not like my belief	23.4	10.4	6.6	11.7	10.57	4	.03
Neutral	27.7	20.9	23.1	23.4			
Very much like my belief	48.9	68.7	70.3	64.9			
Determined by mission and resource constraints	59						
Not like my belief	63.8	60.6	54.9	58.8	1.95	4	0.74
Neutral	25.5	25.8	26.4	26.0			
Very much like my belief	10.6	13.6	18.7	15.2			
Personal enrichment							
Not like my belief	34.0	26.9	37.4	33.2	2.03	4	0.73
Neutral	29.8	31.3	28.6	29.8			
Very much like my belief	36.2	41.8	34.1	37.1			
Learn great ideas of humanity							
Not like my belief	25.5	20.9	18.7	21.0	1.16	4	0.89
Neutral	31.9	34.3	38.5	35.6			
Very much like my belief	42.6	44.8	42.9	43.4			
Clarify values and achieve commitment							
Not like my belief	10.6	3.0	8.9	7.4	10.12	4	.04
Neutral	23.4	16.4	33.3	25.5			
Very much like my belief	66.0	80.6	57.8	67.2			

10A2 7/16/90

Table E.9(GE)

Preferred Educational Belief (by Academic Field)

	Response percentage (First choice)												
Preferred Belief	Comp (*n*=376)	Lit (*n*=182)	Hist (*n*=224)	Soc (*n*=122)	Psych (*n*=167)	Bio (*n*=193)	Math (*n*=288)	Fine Arts (*n*=185)	Lang (*n*=160)	Total (*N*=1897*)	X^2	*df*	*p*
Social change	8.5	12.6	16.1	31.1	24.0	15.5	4.9	8.1	21.3	13.8	410.20	56	.00
Effective thinking	66.2	48.4	61.6	48.4	48.5	68.9	74.0	50.3	35.6	58.6			
Systematic instruction	6.1	1.6	1.3	0.8	5.4	4.7	9.0	8.1	21.3	6.5			
Vocational development	2.9	0.0	1.8	1.6	0.6	0.5	4.9	2.7	2.5	2.2			
Determined by mission and resource constraints	0.5	0.0	0.0	0.0	1.2	0.0	0.0	0.0	3.1	0.5			
Personal enrichment	3.2	3.3	1.8	0.8	10.8	0.0	0.0	6.5	3.8	3.1			
Learn great ideas of humanity	2.7	12.6	9.4	6.6	4.8	4.7	4.2	13.0	0.6	6.1			
Clarify values and achieve commitment	9.8	21.4	8.0	10.7	4.8	5.7	3.1	11.4	11.3	9.2			

* *N* = 1897 due to listwise deletion

Table E.9(P)

Preferred Educational Belief (by Academic Field)

	Response percentage (First choice)						
Preferred Belief	Ed Psych (*n*=43)	Nurs (*n*=59)	Bus (*n*=83)	Total (*N*=185*)	X^2	*df*	*p*
Social change	25.6	5.1	19.3	16.2	22.17	12	.04
Effective thinking	41.9	55.9	48.2	49.2			
Systematic instruction	14.0	16.9	4.8	10.8			
Vocational development	2.3	10.2	14.5	10.3			
Determined by mission and resource constraints	0.0	0.0	0.0	0.0			
Personal enrichment	2.3	3.4	2.4	2.7			
Learn great ideas of humanity	4.7	1.7	0.0	1.6			
Clarify values and achieve commitment	9.3	6.8	10.8	9.2			

* *N*=185 due to listwise deletion

Table E.10(GE)

Characteristics of Introductory Class (by Academic Field)

Characteristic	Response percentage Comp (*n*=415)	Lit (*n*=210)	Hist (*n*=263)	Soc (*n*=141)	Psych (*n*=180)	Bio (*n*=215)	Math (*n*=304)	Fine Arts (*n*=205)	Lang (*n*=172)	Total (*N*=2105)	X^2	*df*	*p*
Unit offering course													
Department–single field	71.0	75.7	61.3	46.4	65.4	73.0	75.3	66.7	65.9	68.1	108.14	40	.00
Division–several fields	16.3	11.9	25.7	40.0	24.6	16.3	14.5	17.2	17.1	19.2			
Sequence or subprogram of dept.	4.9	3.8	2.3	3.6	2.8	3.3	2.6	6.4	10.0	4.3			
College committee	2.7	4.3	4.2	2.9	1.7	1.9	2.3	2.9	1.2	2.7			
College–wide unit	3.2	3.3	3.0	4.3	3.4	2.8	4.3	4.9	2.9	3.5			
Other	1.9	1.0	3.4	2.9	2.2	2.8	1.0	2.0	2.9	2.1			
Primary goal of sponsoring unit													
General education	61.7	64.1	67.6	66.9	43.8	31.1	36.3	52.2	57.9	53.5	302.49	40	.00
Prepare majors	10.8	17.7	13.0	18.4	30.3	36.3	33.3	24.6	15.8	21.8			
Prepare students for transfer	16.1	10.0	14.4	9.6	17.4	15.6	19.0	10.8	12.9	14.6			
Prepare directly for careers	1.0	1.0	0.4	0.0	2.8	2.8	2.3	8.9	2.9	2.3			
Prepare for graduate/ professional school	0.2	1.0	0.4	0.0	2.2	9.0	1.7	0.0	1.8	1.7			
Other	9.0	6.2	4.2	5.1	3.4	5.2	7.3	3.4	8.8	6.2			

Table E.10(P)

Characteristics of Introductory Class (by Academic Field)

Characteristic	Response percentage Ed Psych (*n*=48)	Nurs (*n*=68)	Bus (*n*=91)	Total (*N*=207)	X^2	*df*	*p*
Unit offering course							
Department–single field	64.6	81.8	54.9	65.9	26.84	10	.00
Division–several fields	18.8	6.1	36.3	22.4			
Sequence or subprogram of dept	10.4	7.6	3.3	6.3			
College committee	2.1	1.5	2.2	2.0			
College–wide unit	0.0	0.0	2.2	1.0			
Other	4.2	3.0	1.1	2.4			
Primary goal of sponsoring unit							
General education	4.2	1.5	14.3	7.8	48.92	10	.00
Prepare majors	37.5	28.4	54.9	42.2			
Prepare students for transfer	4.2	1.5	7.7	4.9			
Prepare directly for careers	43.8	67.2	19.8	40.8			
Prepare for graduate/ professional school	4.2	0.0	0.0	1.0			
Other	6.3	1.5	3.3	3.4			

Table E.11(GE)

Perceived Characteristics of Sponsoring Programs (by Academic Field)

	Response percentage by academic field												
Characteristic	Comp (n=415)	Lit (n=210)	Hist (n=263)	Soc (n=141)	Psych (n=180)	Bio (n=215)	Math (n=304)	Fine Arts (n=205)	Lang (n=172)	Total (N=2105)	χ^2	*df*	*p*
Teaching a major goal													
Not True	3.2	3.4	1.5	1.4	0.6	3.7	4.6	4.9	1.8	3.0	25.77	16	.06
Neutral	6.1	7.8	7.7	5.0	3.3	8.4	5.6	2.5	5.3	5.9			
Very True	90.8	88.7	90.8	93.5	96.1	87.9	89.8	92.6	92.9	91.1			
Research a major goal													
Not True	62.9	43.9	46.5	60.9	64.4	59.8	68.1	53.5	48.5	57.3	69.47	16	.00
Neutral	22.1	31.2	26.2	23.9	16.7	18.2	15.5	27.8	29.6	22.9			
Very True	15.0	24.9	27.3	15.2	18.9	22.0	16.4	18.7	21.9	19.7			
Students should learn concepts													
Not True	2.9	0.5	1.9	3.6	1.7	1.4	2.3	2.5	5.4	2.4	27.25	16	.04
Neutral	12.3	11.1	12.3	8.6	7.2	6.1	7.6	8.5	13.2	9.9			
Very True	84.8	88.4	85.8	87.8	91.1	92.5	90.1	88.9	81.4	87.7			
Students should apply concepts													
Not True	3.4	1.9	6.2	8.0	3.9	4.7	1.3	2.5	4.8	3.8	68.67	16	.00
Neutral	6.4	14.6	21.5	15.2	18.3	16.7	11.9	16.4	6.6	13.6			
Very True	90.2	83.5	72.3	76.8	77.8	78.6	86.8	81.1	88.6	82.6			
Courses tightly coordinated													
Not True	18.6	23.7	28.7	27.2	26.1	18.0	4.7	13.6	6.6	18.1	152.61	16	.00
Neutral	29.3	27.1	28.7	35.3	35.0	31.8	19.3	23.6	25.7	27.9			
Very True	52.1	49.3	42.5	37.5	38.9	50.2	76.1	62.8	67.7	54.1			
Students' programs largely prescribed													
Not True	11.5	15.3	24.1	25.2	20.6	10.8	5.0	12.7	6.0	13.8	98.46	16	.00
Neutral	29.7	31.5	33.9	32.6	36.1	34.0	30.8	23.9	31.3	31.3			
Very True	58.7	53.2	42.0	42.2	43.3	55.2	64.2	63.5	62.7	54.9			
Mission is distinctive													
Not True	12.5	10.3	16.4	17.4	14.9	11.4	8.7	9.3	8.4	12.0	51.77	16	.00
Neutral	27.1	26.1	30.9	32.6	35.4	34.3	27.9	17.6	21.1	28.0			
Very True	60.4	63.5	52.7	50.0	49.7	54.3	63.4	73.1	70.5	60.0			
Mission is understood by faculty													
Not True	9.6	10.7	12.8	9.6	9.5	8.0	8.3	10.6	6.5	9.6	21.99	16	0.14
Neutral	19.8	15.5	19.8	20.0	25.7	23.9	16.6	14.1	17.3	19.1			
Very True	70.6	73.8	67.3	70.4	64.8	68.1	75.2	75.3	76.2	71.3			
Courses are interrelated													
Not True	12.0	16.3	19.1	16.9	18.9	11.3	7.3	12.6	9.4	13.3	59.39	16	.00
Neutral	28.5	33.2	34.6	27.2	26.1	32.9	22.4	27.6	21.2	28.3			
Very True	59.5	50.5	46.3	55.9	55.0	55.9	70.3	59.8	69.4	58.4			

6A1 7/18/90

Table E.11(P)

Perceived Characteristics of Sponsoring Programs (by Academic Field)

	Response percentage by academic field						
Characteristic	Ed Psych (n=48)	Nurs (n=68)	Bus (n=91)	Total (N=207)	χ^2	*df*	*p*
Teaching a major goal							
Not True	0.0	0.0	0.0	0.0	1.26	2	.53
Neutral	2.1	1.5	4.4	3.0			
Very True	97.9	98.5	95.6	97.0			
Research a major goal							
Not True	54.3	66.7	70.0	65.3	4.71	4	.32
Neutral	32.6	27.3	20.0	25.2			
Very True	13.0	6.1	10.0	9.4			
Students should learn concepts							
Not True	0.0	0.0	2.2	1.0	6.37	4	.17
Neutral	6.5	3.0	11.1	7.4			
Very True	93.5	97.0	86.7	91.6			
Students should apply concepts							
Not True	0.0	0.0	2.2	1.0	5.21	4	.27
Neutral	4.3	4.5	10.1	6.9			
Very True	95.7	95.5	87.6	92.1			
Courses tightly coordinated							
Not True	13.0	0.0	17.8	10.9	32.10	4	.00
Neutral	21.7	3.0	25.6	17.3			
Very True	65.2	97.0	56.7	71.8			
Students' programs largely prescribed							
Not True	2.2	0.0	11.2	5.5	27.72	4	.00
Neutral	8.7	3.1	23.6	13.5			
Very True	89.1	96.9	65.2	81.0			
Mission is distinctive							
Not True	4.3	0.0	9.0	5.0	26.15	4	.00
Neutral	8.5	1.5	23.6	12.9			
Very True	87.2	98.5	67.4	82.2			
Mission is understood by faculty							
Not True	0.0	0.0	10.0	4.4	18.51	4	.00
Neutral	10.6	3.0	14.4	9.9			
Very True	89.4	97.0	75.6	85.7			
Courses are interrelated							
Not True	4.3	1.5	4.4	3.4	10.37	4	.03
Neutral	14.9	1.5	15.6	10.8			
Very True	80.9	97.0	80.0	85.7			

8A1 7/16/90

Table E.12(GE)

Perceived Characteristics of College (by Academic Field)

	Response percentage by academic field												
Characteristic	Comp (*n*=415)	Lit (*n*=210)	Hist (*n*=263)	Soc (*n*=141)	Psych (*n*=180)	Bio (*n*=215)	Math (*n*=304)	Fine Arts (*n*=205)	Lang (*n*=172)	Total (*N*=2105)	X^2	*df*	*p*
Teaching a major goal											27.34	16	.04
Not true	5.6	8.6	4.9	5.8	2.2	5.2	6.9	2.5	2.4	5.1			
Neutral	9.7	14.4	9.1	7.2	8.4	11.8	8.9	12.3	14.2	10.5			
Very true	84.7	77.0	85.9	87.1	89.4	82.9	84.2	85.2	83.4	84.3			
Research a major goal											79.37	16	.00
Not true	58.4	46.6	57.3	66.9	69.3	68.7	63.7	49.5	45.3	58.5			
Neutral	26.4	28.4	19.5	19.4	19.6	13.3	16.2	30.7	24.7	22.1			
Very true	15.3	25.0	23.3	13.7	11.2	18.0	20.1	19.8	20.0	19.4			
Students should learn concepts											21.26	16	.17
Not true	3.0	3.4	6.9	6.7	5.0	2.8	4.7	2.0	2.4	4.0			
Neutral	22.5	22.1	21.6	17.0	17.3	18.0	23.5	18.9	22.9	20.9			
Very true	74.6	74.5	71.4	76.3	77.7	79.1	71.8	79.1	74.7	75.1			
Students should apply concepts											46.12	16	.00
Not true	3.4	4.8	8.8	10.4	7.8	7.7	3.3	5.0	2.9	5.6			
Neutral	21.3	24.2	31.2	34.1	25.7	29.7	23.7	30.3	25.9	26.5			
Very true	75.2	71.0	60.0	55.6	66.5	62.7	72.9	64.7	71.2	67.9			
Courses tightly coordinated											88.56	16	.00
Not true	29.3	34.3	43.5	42.3	36.7	30.3	16.3	26.5	20.0	30.3			
Neutral	37.0	32.9	31.5	32.1	40.1	39.4	40.7	40.3	33.9	36.7			
Very true	33.7	32.9	25.0	25.5	23.2	30.3	43.0	33.2	46.1	33.0			
Students' programs largely prescribed											28.49	16	.03
Not true	13.6	18.7	19.2	18.7	24.7	18.0	11.6	17.1	15.6	16.8			
Neutral	36.0	31.5	38.5	35.1	33.7	37.4	36.5	28.1	37.1	35.2			
Very true	50.4	49.8	42.3	46.3	41.6	44.5	51.8	54.8	47.3	48.1			

Table E.12(GE)—*Continued*

	Response percentage by academic field												
Characteristic	Comp (*n*=415)	Lit (*n*=210)	Hist (*n*=263)	Soc (*n*=141)	Psych (*n*=180)	Bio (*n*=215)	Math (*n*=304)	Fine Arts (*n*=205)	Lang (*n*=172)	Total (*N*=2105)	X^2	*df*	*p*
Mission is distinctive											37.37	16	.00
Not true	13.4	13.2	20.6	26.3	22.9	13.0	12.9	17.4	16.0	16.4			
Neutral	32.6	28.9	33.1	27.8	27.4	38.6	31.9	25.6	28.4	31.0			
Very true	54.0	57.8	46.3	45.9	49.7	48.3	55.3	56.9	55.6	52.5			
Mission is understood by faculty											20.27	16	.21
Not true	15.4	12.6	22.7	21.2	19.1	13.8	16.3	16.7	13.6	16.7			
Neutral	29.3	26.2	25.8	27.7	31.5	33.3	26.2	28.8	29.0	28.5			
Very true	55.3	61.2	51.6	51.1	49.4	52.9	57.5	54.5	57.4	54.8			
Courses are interrelated											35.22	16	.00
Not true	29.1	35.3	37.4	35.0	36.0	36.5	27.8	38.9	33.7	33.6			
Neutral	42.5	38.2	39.3	40.9	41.6	41.7	33.4	36.9	39.1	39.2			
Very true	28.4	26.6	23.3	24.1	22.5	21.8	38.7	24.2	27.2	27.1			
Programs are interrelated											25.27	16	.07
Not true	35.0	38.8	41.1	39.4	43.8	38.4	27.2	41.5	35.1	37.0			
Neutral	39.7	38.3	39.1	39.4	34.8	42.2	44.9	39.0	39.3	40.0			
Very true	25.4	22.6	19.8	21.2	21.3	19.4	27.9	19.5	25.6	23.0			

Table E.12(P)

Perceived Characteristics of College (by Academic Field)

	Response percentage by academic field						
Characteristic	Ed Psych (n=48)	Nurs (n=68)	Bus (n=91)	Total (N=207)	χ^2	df	p
Teaching a major goal							
Not true	6.4	0.0	2.2	2.5	8.56	4	.07
Neutral	14.9	6.1	6.6	8.3			
Very true	78.7	93.9	91.2	89.2			
Research a major goal							
Not true	53.2	61.2	68.1	62.4	18.88	4	.00
Neutral	10.6	26.9	22.0	21.0			
Very true	36.2	11.9	9.9	16.6			
Students should learn concepts							
Not true	0.0	6.0	2.2	2.9	3.98	4	.41
Neutral	12.8	14.9	14.3	14.1			
Very true	87.2	79.1	83.5	82.9			
Students should apply concepts							
Not true	2.1	6.1	4.4	4.4	4.27	4	.37
Neutral	29.8	15.2	20.0	20.7			
Very true	68.1	78.8	75.6	74.9			
Courses tightly coordinated							
Not true	26.1	9.2	24.2	19.8	7.83	4	.10
Neutral	39.1	41.5	31.9	36.6			
Very true	34.8	49.2	44.0	43.6			
Students' programs largely prescribed							
Not true	4.3	1.6	17.6	9.5	15.44	4	.00
Neutral	34.0	41.3	24.2	31.8			
Very true	61.7	57.1	58.2	58.7			

Table E.12(P)—*Continued*

	Response percentage by academic field						
Characteristic	Ed Psych (n=48)	Nurs (n=68)	Bus (n=91)	Total (N=207)	χ^2	df	p
Mission is distinctive							
Not true	8.5	0.0	10.0	6.4	9.31	4	.05
Neutral	17.0	15.4	23.3	19.3			
Very true	74.5	84.6	66.7	74.3			
Mission is understood by faculty							
Not true	12.8	1.5	13.2	9.4	11.92	4	.02
Neutral	19.1	10.8	22.0	17.7			
Very true	68.1	87.7	64.8	72.9			
Courses are interrelated							
Not true	19.1	9.2	18.7	15.8	17.90	4	.00
Neutral	55.3	41.5	24.2	36.9			
Very true	25.5	49.2	57.1	47.3			
Programs are interrelated							
Not true	36.2	24.6	22.2	26.2	10.43	4	.03
Neutral	40.4	47.7	32.2	39.1			
Very true	23.4	27.7	45.6	34.7			

Table E.13(GE)

Perceived Autonomy of Sponsoring Program, Faculty, and Students (by Academic Field)

	Response percentage by academic field												
Characteristic	Comp (*n*=415)	Lit (*n*=210)	Hist (*n*=263)	Soc (*n*=141)	Psych (*n*=180)	Bio (*n*=215)	Math (*n*=304)	Fine Arts (*n*=205)	Lang (*n*=172)	Total (*N*=2105)	χ^2	*df*	*p*
Students have wide choice of courses													
Not like my program	47.4	38.2	36.8	28.4	25.3	45.8	60.6	43.3	52.4	43.8	100.78	16	.00
Neutral	30.3	30.9	36.4	36.2	33.7	31.8	21.5	26.6	27.1	30.1			
Very much like my program	22.2	30.9	26.7	35.5	41.0	22.4	17.9	30.0	20.6	26.2			
Faculty have little autonomy in choosing course content													
Not like my program	38.1	52.5	64.5	64.5	58.2	47.9	14.3	60.1	39.4	46.1	257.78	16	.00
Neutral	22.5	22.1	13.5	14.9	15.3	19.7	19.6	18.7	20.6	19.0			
Very much like my program	39.4	25.5	22.0	20.6	26.6	32.4	66.1	21.2	40.0	34.9			
Content of course limited by hierarchical nature of field													
Not like my program	11.5	25.7	45.6	40.0	22.5	21.5	2.3	30.0	2.9	20.8	452.62	16	.00
Neutral	19.1	23.8	31.3	30.7	29.8	25.7	5.3	19.5	11.7	20.9			
Very much like my program	69.4	50.5	23.2	29.3	47.8	52.8	92.4	50.5	85.4	58.4			
In advising faculty stress interrelatedness of fields and courses													
Not like my program	33.3	38.0	34.0	31.7	34.8	23.8	22.7	35.5	35.9	31.8	39.17	16	.00
Neutral	37.7	32.2	33.6	31.7	32.0	30.4	36.8	30.5	30.6	33.6			
Very much like my program	29.1	29.8	32.4	36.7	33.1	45.8	40.5	34.0	33.5	34.7			
Many curricular decisions are made at level broader than program													
Not like my program	52.6	57.4	48.6	58.6	55.9	61.5	51.5	55.6	57.4	54.7	18.12	16	.32
Neutral	21.9	17.6	20.6	16.4	21.5	17.4	24.8	20.7	21.9	20.8			
Very much like my program	25.4	25.0	30.7	25.0	22.6	21.1	23.8	23.7	20.7	24.5			

7A1 9/18/90

Table E.13(P)

Perceived Autonomy of Sponsoring Program, Faculty, and Students (by Academic Field)

	Response percentage by academic field						
Characteristic	Ed Psych (*n*=48)	Nurs (*n*=68)	Bus (*n*=91)	Total (*N*=207)	χ^2	*df*	*p*
Students have wide choice of courses							
Not like my program	75.0	82.1	35.2	59.7	42.08	4	.00
Neutral	14.6	10.4	30.8	20.4			
Very much like my program	10.4	7.5	34.1	19.9			
Faculty have little autonomy in choosing course content							
Not like my program	53.3	22.7	50.0	43.1	26.12	4	.00
Neutral	25.0	18.2	20.0	20.6			
Very much like my program	16.7	59.1	30.0	36.3			
Content of course limited by hierarchical nature of field							
Not like my program	4.2	1.5	12.2	6.8	21.59	4	.00
Neutral	14.6	3.0	22.2	14.1			
Very much like my program	81.3	95.5	65.6	79.0			
In advising faculty stress interrelatedness of fields and courses							
Not like my program	20.8	22.4	13.3	18.0	6.14	4	.19
Neutral	33.3	17.9	30.0	26.8			
Very much like my program	45.8	59.7	56.7	55.1			
Many curricular decisions are made at level broader than program							
Not like my program	37.5	73.1	53.9	56.4	18.43	4	.00
Neutral	39.6	9.0	24.7	23.0			
Very much like my program	22.9	17.9	21.3	20.6			

7A2 9/18/90

Table E.14(GE)

Influence of College and Program Goals on Planning (by Academic Field)

Influence	Comp (*n*=415)	Lit (*n*=210)	Hist (*n*=263)	Soc (*n*=141)	Psych (*n*=180)	Bio (*n*=215)	Math (*n*=304)	Fine Arts (*n*=205)	Lang (*n*=172)	Total (*N*=2105)	χ^2	*df*	*p*
College goals													
Not influential	29.9	24.8	32.7	39.3	40.0	41.1	31.1	27.5	37.2	32.9	30.20	16	.02
Neutral	33.8	34.8	28.1	32.1	29.4	27.6	34.8	33.8	29.1	31.8			
Very influential	36.3	40.5	39.2	28.6	30.6	31.3	34.1	38.7	33.7	35.3			
Program goals													
Not influential	9.9	8.6	17.2	18.6	16.1	13.6	3.7	13.7	8.7	11.6	79.17	16	.00
Neutral	21.1	25.7	26.3	29.3	29.4	27.1	20.7	20.6	12.2	23.3			
Very influential	69.0	65.7	56.5	52.1	54.4	59.3	75.6	65.7	79.1	65.2			
Program contribution to college													
Not influential	5.1	8.1	12.5	16.4	15.6	16.4	9.7	5.4	12.2	10.4	67.09	16	.00
Neutral	20.4	23.8	21.7	27.9	35.6	23.9	23.1	27.1	21.5	24.2			
Very influential	74.5	68.1	65.8	55.7	48.9	59.6	67.2	67.5	66.3	65.4			
Program prescription													
Not influential	22.6	34.9	40.2	44.3	36.7	28.6	7.4	25.6	14.6	26.8	180.64	16	.00
Neutral	25.0	30.6	28.6	27.9	30.0	31.9	26.5	33.0	25.7	28.4			
Very influential	52.4	34.4	31.3	27.9	33.3	39.4	66.1	41.4	59.6	44.8			
Content interrelatedness													
Not influential	22.4	31.9	33.7	29.3	29.4	29.4	16.4	24.5	38.4	27.2	60.25	16	.00
Neutral	32.0	37.6	35.6	35.0	39.4	36.9	37.0	36.3	30.8	35.4			
Very influential	45.6	30.5	30.7	35.7	31.1	33.6	46.5	39.2	30.8	37.4			
Student requirements later													
Not influential	10.4	23.1	34.0	18.1	15.6	27.7	4.0	74.3	8.8	19.9	342.38	16	.00
Neutral	20.4	31.3	27.9	26.8	32.4	21.1	8.7	23.2	17.5	22.3			
Very influential	69.2	45.7	38.2	55.1	52.0	51.2	87.3	29.6	73.7	57.8			

15A1e 7/16/90

Table E.14(P) 1

Influences of College and Program Goals on Planning (by Academic Field)

Influence	Ed Psych (*n*=48)	Nurs (*n*=68)	Bus (*n*=91)	Total (*N*=207)	χ^2	*df*	*p*
College goals							
Not influential	25.0	10.6	25.3	20.5	9.50	8	.30
Neutral	29.2	34.8	28.6	30.7			
Very influential	45.8	54.5	46.2	48.8			
Program goals							
Not influential	4.2	0.0	8.8	4.9	32.42	8	.00
Neutral	10.4	6.1	17.6	12.2			
Very influential	85.4	93.9	73.7	83.0			
Program contribution to college							
Not influential	14.6	6.0	8.8	9.2	5.82	8	.67
Neutral	25.0	31.8	26.4	27.8			
Very influential	60.5	62.1	64.9	63.0			
Program prescription							
Not influential	16.7	1.5	24.2	15.1	39.02	8	.00
Neutral	43.8	21.2	25.3	28.3			
Very influential	39.6	77.2	50.6	56.6			
Content interrelatedness							
Not influential	18.8	16.6	15.4	16.6	6.74	8	.57
Neutral	43.8	36.4	29.7	35.5			
Very influential	37.5	46.9	55.0	48.3			
Student requirements later							
Not influential	8.4	1.5	6.6	5.4	12.02	8	.15
Neutral	25.0	16.7	20.9	20.5			
Very influential	66.7	81.8	72.6	74.2			

BEST COPY AVAILABLE

15A2e 7/16/90

Table E.15(GE)

Characteristics of Introductory Course Students (by Academic Field)

	Response percentage												
Characteristic	Comp (*n*=415)	Lit (*n*=210)	Hist (*n*=263)	Soc (*n*=141)	Psych (*n*=180)	Bio (*n*=215)	Math (*n*=304)	Fine Arts (*n*=205)	Lang (*n*=172)	Total (*N*=2105)	χ^2	*df*	*p*
Student preparation for course													
Not at all prepared	3.2	6.7	19.1	33.3	27.4	15.4	6.3	53.4	34.9	18.8	399.83	24	.00
Somewhat prepared	92.5	89.0	77.5	65.2	69.3	80.4	80.5	46.1	64.5	76.7			
Very well prepared or extremely well prepared	4.3	4.3	3.4	1.4	3.4	4.2	13.2	0.5	0.6	4.5			
Student effort in course													
Very little effort	0.2	1.0	1.5	0.7	1.7	0.9	2.0	2.0	0.6	1.2	68.30	24	.00
Relatively little effort	6.6	5.3	11.5	14.4	9.4	20.6	11.0	11.4	8.2	10.5			
Modest effort	66.3	68.9	68.7	69.1	75.6	59.3	64.5	71.8	68.8	67.6			
A great deal of effort	26.8	24.9	18.3	15.8	13.3	19.2	22.6	14.9	22.4	20.7			

Table E.15(P)

Characteristics of Introductory Course Students (by Academic Field)

	Response percentage						
Characteristic	Ed Psych (*n*=48)	Nurs (*n*=68)	Bus (*n*=91)	Total (*N*=207)	χ^2	*df*	*P*
Student preparation for course							
Not at all prepared	18.8	12.3	29.7	21.6	13.83	8	.03
Somewhat prepared	75.0	72.3	67.0	70.6			
Very well prepared or extremely well prepared	6.3	4.9	3.3	7.8			
Student effort in course							
Very little effort	0.0	0.0	1.1	0.5	61.08	6	.00
Relatively little effort	4.2	3.0	17.8	9.8			
Modest effort	62.5	32.8	73.3	57.6			
A great deal of effort	33.3	64.2	7.8	32.2			

Table E.16(GE)

Specific Influence on Planning Items (by Academic Field)

	Response percentage by academic field												
Influence	Comp (*n*=415)	Lit (*n*=210)	Hist (*n*=263)	Soc (*n*=141)	Psych (*n*=180)	Bio (*n*=215)	Math (*n*=304)	Fine Arts (*n*=205)	Lang (*n*=172)	Total (*N*=2105)	X^2	*df*	*p*
Student preparation													
Not influential	3.6	9.6	11.4	13.6	16.1	12.1	9.4	14.2	15.8	10.6	119.5	16	.00
Neutral	20.6	25.8	36.1	39.3	34.4	31.6	16.4	26.5	14.6	26.1			
Very influential	75.8	64.6	52.5	47.1	49.4	56.3	74.2	59.3	69.6	63.2			
Student effort													
Not influential	11.4	13.9	17.9	23.6	18.3	26.0	16.1	17.71	14.0	16.9	45.97	16	.00
Neutral	31.5	30.8	37.3	32.9	33.9	28.8	26.4	28.1	26.2	30.7			
Very influential	57.1	55.3	44.9	43.6	47.8	45.1	57.5	54.2	59.9	52.5			
Student ability													
Not influential	2.4	6.3	7.2	8.6	10.6	11.6	7.4	14.8	5.8	7.7	68.50	16	.00
Neutral	21.5	29.5	34.2	28.8	26.7	26.5	18.5	26.6	26.7	25.8			
Very influential	76.0	64.3	58.6	62.6	62.8	61.9	74.2	58.6	67.4	66.5			
Student interests													
Not influential	12.1	8.7	16.4	8.6	13.3	17.2	23.1	18.6	12.2	14.9	74.88	16	.00
Neutral	28.6	30.4	44.3	34.3	26.7	35.8	36.5	31.9	29.7	33.2			
Very influential	59.3	60.9	39.3	57.1	60.0	47.0	40.5	49.5	58.1	57.9			
Time pressure on students													
Not influential	19.9	22.5	28.1	30.0	31.1	34.0	28.5	24.8	23.3	26.3	37.02	16	.00
Neutral	41.0	39.2	41.8	33.6	36.7	41.9	36.2	40.1	33.1	38.7			
Very influential	39.1	38.3	30.0	36.4	32.2	24.2	35.2	35.1	43.6	35.0			
Life goals of students													
Not influential	27.1	31.6	39.7	25.7	27.8	33.2	35.8	33.3	33.1	32.1	37.10	16	.00
Neutral	34.0	30.6	36.6	34.3	36.7	28.0	36.1	33.3	27.9	33.4			
Very influential	38.9	37.9	23.7	40.0	35.6	38.8	28.1	33.3	39.0	34.6			
Career goals of students													
Not influential	27.2	51.9	44.5	25.7	30.0	35.3	20.1	42.2	24.4	33.0	125.37	16	.00
Neutral	35.0	29.8	33.1	37.9	35.0	22.8	33.8	31.9	32.6	32.5			
Very influential	37.9	18.3	22.4	36.4	35.0	41.9	46.2	26.0	43.0	34.5			

15A2c 7/18/90

Table E.16(GE)—*Continued*

	Response percentage by academic field												
Influence	Comp (*n*=415)	Lit (*n*=210)	Hist (*n*=263)	Soc (*n*=141)	Psych (*n*=180)	Bio (*n*=215)	Math (*n*=304)	Fine Arts (*n*=205)	Lang (*n*=172)	Total (*N*=2105)	X^2	*df*	*p*
Educational goals of students													
Not influential	15.0	23.6	21.0	20.7	20.7	22.3	13.0	19.2	15.8	18.4	33.87	16	.01
Neutral	30.4	35.6	35.5	32.1	28.5	25.1	29.1	31.0	28.1	30.6			
Very influential	54.9	40.9	43.5	47.1	50.8	52.6	57.9	49.8	56.1	51.0			
Success of previous students													
Not influential	9.0	15.9	15.3	14.3	21.0	20.0	12.1	19.7	17.0	15.1	42.90	16	.00
Neutral	22.8	26.1	29.1	30.0	29.0	29.8	25.9	25.6	21.1	26.2			
Very influential	68.2	58.0	55.6	55.7	50.0	50.2	62.0	54.7	62.0	58.6			

15A2c 7/18/90

Table E.16(P)

Specific Influence on Planning Items (by Academic Field)

	Responses by academic field						
Characteristic	Ed Psych (*n*=48)	Nurs (*n*=68)	Bus (*n*=91)	Total (*N*=207)	χ^2	*df*	*p*
Student preparation							
Not influential	4.2	6.1	15.4	9.8	22.49	8	.00
Neutral	45.8	22.7	28.6	30.7			
Very influential	50.1	71.2	56.1	59.5			
Student effort							
Not influential	18.8	21.2	17.6	19.0	4.67	8	.79
Neutral	31.3	28.8	31.9	30.7			
Very influential	50.0	50.0	50.6	50.2			
Student ability							
Not influential	12.5	3.1	13.2	9.9	7.98	8	.44
Neutral	31.3	31.3	27.5	29.6			
Very influential	56.3	65.6	59.4	60.6			
Student interests							
Not influential	12.5	10.6	11.0	11.3	3.46	8	.90
Neutral	25.0	31.8	30.8	29.8			
Very influential	62.5	57.5	58.3	59.0			
Time pressure on students							
Not influential	23.0	13.6	32.2	23.0	16.56	8	.04
Neutral	33.3	27.3	33.3	33.3			
Very influential	43.8	59.1	34.4	43.8			
Life goals of students							
Not influential	12.5	7.7	19.8	14.2	15.34	8	.05
Neutral	25.0	27.7	38.5	31.9			
Very influential	62.5	64.7	41.8	53.9			

Table E.16(P)—*Continued*

	Responses by academic field						
Characteristic	Ed Psych (*n*=48)	Nurs (*n*=68)	Bus (*n*=91)	Total (*N*=207)	χ^2	*df*	*p*
Career goals of students							
Not influential	4.2	3.0	7.7	5.4	21.03	8	.01
Neutral	12.5	10.6	24.2	17.1			
Very influential	83.4	86.3	68.2	77.5			
Educational goals of students							
Not influential	4.2	3.0	6.6	4.9	14.83	8	.06
Neutral	16.7	13.6	30.8	22.0			
Very influential	79.2	83.3	62.7	73.1			
Success of previous students							
Not influential	16.7	13.7	14.4	14.7	8.13	8	.42
Neutral	33.3	28.8	26.7	28.9			
Very influential	50.0	57.6	58.9	56.4			

Table E.17(GE)

External Influences on Course Planning (by Academic Field)

	Response percentage by academic field												
Influence	Comp (*n*=415)	Lit (*n*=210)	Hist (*n*=263)	Soc (*n*=141)	Psych (*n*=180)	Bio (*n*=215)	Math (*n*=304)	Fine Arts (*n*=205)	Lang (*n*=172)	Total (*N*=2105)	χ^2	*df*	*p*
Accrediting standards													
Not influential	47.6	56.2	58.2	53.9	56.1	45.8	37.9	50.2	45.8	49.5	50.22	16	.00
Neutral	22.4	21.9	18.8	19.9	20.0	27.1	21.9	24.0	17.9	21.7			
Very influential	30.0	21.9	23.0	26.2	23.9	27.1	40.2	25.6	36.3	28.8			
Employers expectations													
Not influential	33.3	59.8	61.8	54.6	52.2	51.2	33.1	56.7	41.7	47.4	128.30	16	.00
Neutral	30.1	23.4	18.3	24.8	30.6	24.4	27.2	17.2	30.4	25.4			
Very influential	36.5	16.7	19.8	20.6	17.2	24.4	39.7	26.1	28.0	27.2			
Professional associations													
Not influential	43.4	56.2	53.1	44.0	46.1	44.1	25.5	48.0	33.5	43.4	117.81	16	.00
Neutral	27.5	25.2	30.5	31.9	32.2	27.7	27.8	29.2	24.6	28.3			
Very influential	29.2	18.6	16.4	24.1	21.7	28.2	46.7	22.8	41.9	28.3			
External examinations													
Not influential	63.7	75.6	73.2	65.2	65.6	65.1	60.5	75.2	62.3	67.0	37.10	16	.00
Neutral	21.1	16.3	16.5	19.1	18.9	17.0	22.3	17.8	19.2	19.0			
Very influential	15.2	8.1	10.3	15.6	15.6	17.9	17.3	6.9	18.6	14.0			
College wide achievement tests													
Not influential	47.8	69.5	71.9	65.0	68.2	66.0	58.3	71.3	60.1	62.6	91.65	16	.00
Neutral	25.2	18.1	18.1	23.6	23.5	19.8	20.5	18.3	16.7	20.8			
Very influential	27.0	12.4	10.0	11.4	8.4	14.2	21.2	10.4	23.2	16.7			
Entry level tests–next level													
Not influential	55.0	65.6	65.1	62.1	57.8	54.9	54.5	70.4	58.1	59.7	39.15	16	.00
Neutral	20.9	21.1	19.2	20.7	24.4	21.6	24.9	17.2	16.2	20.9			
Very influential	24.1	13.4	15.7	17.1	17.8	23.5	20.6	12.3	25.7	19.4			
Transfer requirements													
Not influential	35.0	57.3	53.1	36.0	44.1	42.7	26.2	47.3	38.8	41.3	90.98	16	.00
Neutral	21.0	17.5	17.9	20.1	20.1	14.7	20.5	20.9	16.4	19.0			
Very influential	44.0	25.2	29.0	43.9	35.8	42.7	53.3	31.8	44.8	39.6			

15A11 7/16/90

Table 1E.17(P)

External Influences on Course Planning (by Academic Field)

	Response percentage by academic field						
Influence	Ed Psych (*n*=48)	Nurs (*n*=68)	Bus (*n*=91)	Total (*N*=207)	χ^2	*df*	*p*
Accrediting standards							
Not influential	12.6	0.0	33.3	17.6	63.45	8	.00
Neutral	14.6	9.0	25.6	17.6			
Very influential	72.9	91.0	41.1	64.9			
Employers expectations							
Not influential	10.4	3.0	16.7	10.7	23.22	8	.00
Neutral	14.6	23.9	20.0	20.0			
Very influential	75.0	73.1	63.4	69.3			
Professional associations							
Not influential	12.6	4.5	31.1	18.1	29.63	8	.00
Neutral	29.2	20.9	26.7	25.4			
Very influential	58.4	74.6	42.2	56.6			
External examinations							
Not influential	18.7	7.5	34.4	30.3	74.53	8	.00
Neutral	16.7	7.5	18.9	16.1			
Very influential	64.6	85.1	35.5	53.6			
College wide achievement tests							
Not influential	60.4	25.4	51.1	44.9	22.59	8	.00
Neutral	16.7	38.8	27.8	28.8			
Very influential	23.0	35.9	21.1	26.3			
Entry level tests–next level							
Not influential	45.8	43.9	54.5	49.0	13.14	8	.11
Neutral	18.8	27.3	21.1	22.5			
Very influential	35.5	28.8	24.5	28.4			
Transfer requirements							
Not influential	43.7	26.8	17.9	27.0	19.42	8	.01
Neutral	25.0	35.8	36.0	33.3			
Very influential	31.3	37.3	46.0	39.7			

1521 7/18/90

Table E.18(GE)

Influence of Opportunities and Facilities on Course Planning (by Academic Field)

Influence	Response percentage by academic field												
	Comp (*n*=415)	Lit (*n*=210)	Hist (*n*=263)	Soc (*n*=141)	Psych (*n*=180)	Bio (*n*=215)	Math (*n*=304)	Fine Arts (*n*=205)	Lang (*n*=172)	Total (*N*=2105)	X^2	*df*	*p*
Available textbooks													
Not influential	32.6	24.8	24.4	20.7	22.2	29.3	23.2	23.5	10.1	24.7	66.46	16	.00
Neutral	23.2	21.4	25.2	15.0	22.2	25.6	19.9	22.1	15.4	21.7			
Very influential	44.2	53.8	50.4	64.3	55.6	45.1	57.0	54.4	74.6	53.6			
Available facilities													
Not influential	51.8	68.4	61.0	46.0	36.1	20.6	47.5	30.9	11.8	43.8	306.43	16	.00
Neutral	23.7	16.7	19.7	25.9	27.2	17.3	23.3	22.5	20.7	21.9			
Very influential	24.5	14.8	19.3	28.1	36.7	62.1	29.2	46.6	67.5	34.3			
Available opportunities													
Not influential	63.9	70.0	63.4	49.6	46.7	36.7	76.5	24.6	44.4	55.6	260.23	16	.00
Neutral	20.3	18.8	20.2	24.5	28.3	26.5	16.9	26.1	29.0	22.5			
Very influential	15.7	11.1	16.4	25.9	25.0	36.7	6.6	49.3	26.6	21.8			
Available teaching assistants													
Not influential	78.0	90.4	83.6	78.4	63.3	58.4	71.9	79.3	52.7	73.9	140.24	16	.00
Neutral	12.6	5.7	10.3	13.7	18.9	18.2	15.9	13.3	22.5	14.2			
Very influential	9.4	3.8	6.1	7.9	17.8	23.4	12.3	7.4	24.9	12.0			
Available secretarial assistance													
Not influential	74.4	84.2	76.0	59.3	57.8	66.5	76.8	70.0	68.0	71.7	64.85	16	.00
Neutral	16.9	11.0	14.5	24.3	23.9	16.7	15.6	16.7	20.7	17.2			
Very influential	8.7	4.8	9.5	16.4	18.3	16.7	7.6	13.3	11.2	11.1			
Available supplies													
Not influential	62.5	80.0	62.8	55.4	51.1	26.0	63.2	48.5	44.3	56.4	207.49	16	.00
Neutral	22.5	11.4	22.2	23.0	23.3	26.5	24.2	21.6	28.7	22.5			
Very influential	15.0	8.6	14.9	21.6	25.6	47.4	12.6	29.9	26.9	21.1			

15A2g 7/16/90

Table E.18(P)

Influences of Opportunities and Facilities on Course Planning (by Academic Field)

Influence	Response percentage by academic field						
	Ed Psych (*n*=48)	Nurs (*n*=68)	Bus (*n*=91)	Total (*N*=207)	X^2	*df*	*p*
Available textbooks							
Not influential	27.6	7.5	23.1	19.1	17.41	8	.03
Neutral	27.7	16.4	20.9	21.0			
Very influential	44.7	76.1	56.1	60.0			
Available facilities							
Not influential	41.7	13.5	44.0	33.5	40.78	8	.00
Neutral	29.2	13.4	22.0	20.9			
Very influential	29.2	73.1	34.1	45.6			
Available opportunities							
Not influential	31.3	10.5	41.8	29.2	39.41	8	.00
Neutral	20.8	16.4	28.9	22.8			
Very influential	48.0	73.1	29.7	48.1			
Available teaching assistants							
Not influential	79.2	53.0	71.4	67.3	23.52	8	.00
Neutral	14.6	13.6	18.7	16.1			
Very influential	6.3	33.3	9.9	16.6			
Available secretarial assistance							
Not influential	58.4	43.3	63.8	55.8	14.67	8	.07
Neutral	27.1	25.4	24.2	25.2			
Very influential	14.6	31.3	12.1	18.9			
Available supplies							
Not influential	47.9	19.4	58.4	43.2	41.19	8	.00
Neutral	31.3	23.9	26.4	26.7			
Very influential	20.9	56.7	15.4	30.1			

15A2g 7/16/90

Table E.19(GE)

Pragmatic Influence on Course Planning (by Academic Field)

Influence	Comp (*n*=415)	Lit (*n*=210)	Hist (*n*=263)	Soc (*n*=141)	Psych (*n*=180)	Bio (*n*=215)	Math (*n*=304)	Fine Arts (*n*=205)	Lang (*n*=172)	Total (*N*=2105)	X^2	*df*	*p*
	Response percentage by academic field												
Class size													
Not influential	15.4	23.3	24.8	13.5	21.7	28.2	27.9	31.2	20.7	22.9	55.84	16	.00
Neutral	25.3	26.7	24.8	24.8	16.7	24.4	27.6	22.0	17.8	23.9			
Very influential	59.3	50.0	50.4	61.7	61.7	47.4	44.5	46.8	61.5	53.2			
Class schedule													
Not influential	31.1	41.9	42.0	36.9	46.7	43.4	35.4	41.2	26.6	37.8	57.20	16	.00
Neutral	26.5	25.7	29.4	24.8	21.7	23.1	28.5	24.0	17.2	25.2			
Very influential	42.4	32.4	28.6	38.3	31.7	33.5	36.1	34.8	56.2	37.0			
Assigned workload													
Not influential	27.5	41.6	38.5	27.1	35.6	37.2	41.0	45.4	39.1	36.6	43.84	16	.00
Neutral	27.8	25.8	30.2	28.6	27.2	21.4	25.7	25.4	21.9	26.2			
Very influential	44.7	32.5	31.3	44.3	37.2	41.4	33.3	29.3	39.1	37.2			
Promotion or tenure pressure													
Not influential	79.6	84.8	84.7	75.5	78.9	74.8	79.5	80.9	77.4	79.9	27.31	16	.04
Neutral	13.8	9.0	7.7	12.2	10.0	15.9	13.2	9.3	9.5	11.5			
Very influential	6.6	6.2	7.7	12.2	11.1	9.3	7.3	9.8	13.1	8.7			
Required instructional mode													
Not influential	59.9	84.8	85.1	75.7	79.4	75.5	67.2	76.7	61.9	72.7	120.17	16	.00
Neutral	21.2	10.0	10.7	17.9	13.3	16.0	20.5	16.8	14.9	16.3			
Very influential	19.0	5.2	4.2	6.4	7.2	8.5	12.3	6.4	23.2	11.0			

15A1h 7/18/90

Table E.19(P)

Pragmatic Influence on Course Planning (by Academic Field)

Influence	Ed Psych (*n*=48)	Nurs (*n*=68)	Bus (*n*=91)	Total (*N*=207)	X^2	*df*	*p*
	Response percentage by academic field						
Class size							
Not influential	27.1	20.9	28.6	25.7	7.54	8	.48
Neutral	14.6	20.9	22.0	19.9			
Very influential	58.4	58.2	49.5	54.4			
Class schedule							
Not influential	37.5	22.3	40.7	33.9	10.49	8	.23
Neutral	31.3	28.4	18.7	24.8			
Very influential	31.3	49.3	40.7	41.2			
Assigned workload							
Not influential	31.2	23.8	38.5	32.1	20.00	8	.01
Neutral	20.8	17.9	31.9	24.8			
Very influential	47.9	58.2	29.7	43.2			
Promotion or tenure pressure							
Not influential	81.3	67.1	81.1	76.6	12.82	8	.12
Neutral	6.3	17.9	12.2	12.7			
Very influential	12.5	15.0	6.6	10.7			
Required instructional mode							
Not influential	79.2	37.8	63.8	59.0	34.62	8	.00
Neutral	14.6	25.8	22.0	21.5			
Very influential	6.3	36.4	14.3	19.5			

15A1h 7/18/90

Table E.20(GE)

Specific Influence on Planning Items (by Academic Field)

Influence	Response percentage by academic field										X^2	*df*	*p*
	Comp (*n*=415)	Lit (*n*=210)	Hist (*n*=263)	Soc (*n*=141)	Psych (*n*=180)	Bio (*n*=215)	Math (*n*=304)	Fine Arts (*n*=205)	Lang (*n*=172)	Total (*N*=2105)			
Advising office													
N/A	23.6	18.6	19.0	21.3	21.7	26.0	22.4	23.9	25.6	22.5	26.08	24	.35
Not influential	55.4	67.1	63.1	59.6	60.0	60.5	54.9	56.6	54.1	58.7			
Neutral	12.3	9.5	11.8	11.3	13.9	8.4	13.2	13.7	13.4	12.0			
Very influential	8.7	4.8	6.1	7.8	4.4	5.1	9.5	5.9	7.0	6.9			
Instructional development office													
N/A	41.9	38.1	36.9	32.6	32.2	39.5	45.1	37.6	45.3	39.5	42.15	24	.01
Not influential	43.4	52.9	52.1	54.6	52.8	47.0	39.8	47.8	45.3	47.4			
Neutral	7.7	5.2	8.7	8.5	10.6	7.4	11.2	11.7	6.4	8.6			
Very influential	7.0	3.8	2.3	4.3	4.4	6.0	3.9	2.9	2.9	4.1			
Student services office													
N/A	20.0	14.8	19.8	9.9	11.7	18.1	15.1	15.6	26.7	17.3	44.15	24	.01
Not influential	63.6	77.1	66.5	74.5	70.0	67.0	69.7	71.7	61.6	68.5			
Neutral	10.8	4.8	9.1	9.2	12.2	12.1	11.5	9.3	7.6	9.8			
Very influential	5.5	3.3	4.6	6.4	6.1	2.8	3.6	3.4	4.1	4.4			
Library services													
N/A	3.4	2.4	2.7	2.1	2.2	4.2	6.6	3.9	9.9	4.1	286.29	24	.00
Not influential	21.4	29.5	16.3	26.2	33.9	37.7	61.8	24.4	47.1	32.9			
Neutral	24.1	26.7	29.7	25.5	27.8	25.6	22.7	22.4	19.8	24.9			
Very influential	51.1	41.4	51.3	46.1	36.1	32.6	8.9	49.3	23.3	38.1			
Audio–visual services													
N/A	6.3	2.9	3.4	5.0	2.8	6.0	7.9	2.0	7.0	5.0	286.73	24	.00
Not influential	45.8	42.9	28.9	28.4	29.4	33.5	63.5	16.6	19.2	37.1			
Neutral	20.5	25.7	33.1	22.0	22.2	27.4	16.4	16.1	25.6	22.9			
Very influential	27.5	28.6	34.6	44.7	45.6	33.0	12.2	65.4	48.3	34.9			
Program chairperson													
N/A	5.8	11.0	10.6	6.4	5.6	9.8	6.9	8.8	13.4	8.4	139.32	24	.00
Not influential	29.2	46.7	49.0	51.1	50.6	53.0	27.6	44.4	33.7	40.8			
Neutral	25.5	21.0	21.7	23.4	25.6	22.3	27.0	20.5	23.3	23.7			
Very influential	39.5	21.4	18.6	19.1	18.3	14.9	38.5	26.3	29.9	27.2			

15A1d 7/27/90

Table E.20(GE)—*Continued*

Influence	Response percentage by academic field										X^2	*df*	*p*
	Comp (*n*=415)	Lit (*n*=210)	Hist (*n*=263)	Soc (*n*=141)	Psych (*n*=180)	Bio (*n*=215)	Math (*n*=304)	Fine Arts (*n*=205)	Lang (*n*=172)	Total (*N*=2105)			
Colleagues													
N/A	5.3	3.8	7.6	3.5	3.9	7.0	3.6	5.9	9.9	5.6	93.08	24	.00
Not influential	22.7	38.6	35.7	41.1	45.0	29.8	22.0	38.5	27.3	31.6			
Neutral	29.6	29.5	30.0	31.2	25.0	34.4	31.9	25.4	27.9	29.6			
Very influential	42.4	28.1	26.6	24.1	26.1	28.8	42.4	30.2	34.9	33.2			
Mentor													
N/A	32.8	31.9	26.6	27.0	20.0	30.7	36.2	27.8	42.4	31.0	45.18	24	.01
Not influential	39.8	45.2	45.2	45.4	56.7	48.4	38.2	45.9	40.1	44.1			
Neutral	12.0	9.5	12.9	11.3	11.1	10.2	13.2	10.2	9.3	11.4			
Very influential	15.4	13.3	15.2	16.3	12.2	10.7	12.5	16.1	8.1	13.5			
Articles/books on teaching and learning													
N/A	5.1	5.2	5.3	5.0	3.3	6.0	6.6	6.8	10.5	5.9	108.14	24	.00
Not influential	25.3	44.3	50.2	36.9	29.4	44.2	38.8	31.7	22.1	35.7			
Neutral	28.7	25.2	22.4	24.1	31.7	27.0	30.6	31.2	24.4	27.5			
Very influential	41.0	25.2	22.1	34.0	35.6	22.8	24.0	30.2	43.0	30.9			
Articles/books on discipline													
N/A	6.7	6.2	6.1	4.3	3.9	6.0	8.6	4.4	13.4	6.7	65.71	24	.00
Not influential	26.5	28.1	24.3	22.0	22.2	27.0	35.2	21.0	21.5	26.1			
Neutral	20.7	21.9	20.9	19.1	26.1	21.4	26.0	30.2	16.9	22.7			
Very influential	46.0	43.8	48.7	54.6	47.8	45.6	30.3	44.4	48.3	44.6			

Table E.20(P)

Specific Influence on Planning Items (by Academic Field)

	Response percentage by academic field						
Characteristic	Ed Psych (*n*=48)	Nurs (*n*=68)	Bus (*n*=91)	Total (*N*=207)	x^2	*df*	*p*
Advising office							
N/A	27.1	20.6	18.7	21.4	8.44	8	.39
Not influential	50.0	47.1	52.7	50.2			
Neutral	16.7	13.2	16.5	15.5			
Very influential	6.3	17.6	12.1	12.6			
Instructional development office							
N/A	50.0	33.8	27.5	34.8	11.8	8	.16
Not influential	39.6	39.7	56.0	46.9			
Neutral	10.4	14.7	7.7	10.6			
Very influential	0.0	10.3	8.8	7.2			
Student services office							
N/A	18.8	17.6	9.9	14.5	7.59	8	.47
Not influential	68.8	55.9	72.5	66.2			
Neutral	10.4	16.2	9.9	12.1			
Very influential	2.1	8.8	7.7	6.8			
Library services							
N/A	4.1	1.4	1.0	1.9	17.92	8	.02
Not influential	31.2	17.6	44.0	32.4			
Neutral	12.5	16.2	19.8	16.9			
Very influential	52.1	63.2	35.2	48.3			
Audio–visual services							
N/A	0.0	4.4	1.0	1.9	25.3	8	.00
Not influential	33.3	13.2	42.9	30.9			
Neutral	20.8	13.2	18.7	17.4			
Very influential	45.8	67.6	37.4	49.3			

Table E.20(P)—*Continued*

	Response percentage by academic field						
Characteristic	Ed Psych (*n*=48)	Nurs (*n*=68)	Bus (*n*=91)	Total (*N*=207)	x^2	*df*	*p*
Program chairperson							
N/A	6.3	4.4	6.6	5.8	15.3	8	.05
Not influential	37.5	17.6	44.0	33.8			
Neutral	22.9	26.4	17.6	21.7			
Very influential	33.3	50.0	31.9	38.2			
Colleagues							
N/A	2.1	5.9	5.5	4.8	47.0	8	.00
Not influential	33.3	10.3	45.1	30.9			
Neutral	33.3	22.1	18.7	23.2			
Very influential	31.3	60.3	30.8	40.6			
Mentor							
N/A	29.2	27.9	27.5	28.0	13.9	8	.09
Not influential	43.8	25.0	48.4	39.6			
Neutral	14.6	20.1	7.7	13.5			
Very influential	12.5	25.0	16.5	18.4			
Articles/books on teaching and learning							
N/A	2.1	2.9	5.5	3.4	23.5	8	.00
Not influential	6.3	11.8	28.6	17.9			
Neutral	25.0	19.1	25.3	23.2			
Very influential	66.7	64.7	40.7	54.6			
Articles/books on discipline							
N/A	4.2	4.4	7.7	5.8			
Not influential	6.3	5.9	24.2	14.0			
Neutral	20.8	10.3	23.1	18.4			
Very influential	68.8	77.9	45.1	61.4			

Table E.21(GE)

Useful Sources of Teaching Assistance (by Academic Field)

	Response percentage by academic field												
Source	Comp (*n*=415)	Lit (*n*=210)	Hist (*n*=263)	Soc (*n*=141)	Psych (*n*=180)	Bio (*n*=215)	Math (*n*=304)	Fine Arts (*n*=205)	Lang (*n*=172)	Total (*N*=2105)	X^2	*df*	*p*
Department or division chair													
NA	4.1	3.9	5.5	7.3	6.7	6.5	4.3	7.4	4.7	5.3	83.40	16	.00
Not helpful	19.8	22.2	30.9	31.4	28.5	34.4	14.4	28.7	23.5	24.8			
Moderately helpful	18.5	25.6	23.0	24.1	25.1	25.1	22.4	18.8	17.6	21.9			
Extremely helpful	57.6	48.3	40.6	37.2	39.7	34.0	58.9	45.0	54.1	47.9			
Dean													
NA	4.7	4.3	2.4	4.3	3.3	3.3	6.0	1.0	7.1	4.1	56.66	16	.00
Not helpful	46.6	56.7	59.2	61.2	61.7	68.1	56.5	58.2	57.4	57.1			
Moderately helpful	23.8	19.2	20.4	14.4	14.4	18.3	21.1	17.4	16.6	19.3			
Extremely helpful	25.0	19.7	18.0	20.1	20.6	10.3	16.4	23.4	18.9	19.5			
Department colleague													
NA	1.5	1.0	1.2	3.6	5.0	2.8	1.0	3.5	6.5	2.5	80.38	16	.00
Not helpful	5.9	4.8	9.7	10.9	7.2	11.2	5.3	13.4	8.9	8.1			
Moderately helpful	14.4	14.8	23.7	28.3	14.4	19.6	15.3	18.8	19.5	18.0			
Extremely helpful	78.3	79.4	65.4	57.2	73.3	66.4	78.4	64.4	65.1	71.3			
Non–department colleague at this college													
NA	5.2	1.4	3.2	2.9	3.9	3.3	4.3	3.5	6.5	3.9	52.95	16	.00
Not helpful	44.8	50.2	42.7	35.7	36.1	48.1	54.8	47.8	51.8	46.4			
Moderately helpful	27.6	24.2	24.1	33.6	27.2	23.4	25.4	27.4	23.2	26.1			
Extremely helpful	22.4	24.2	30.0	27.9	32.8	25.2	15.4	21.4	18.5	23.6			
Colleague at another institution													
NA	6.4	8.7	6.3	5.1	4.5	4.7	3.7	3.5	3.6	5.3	42.38	16	.01(ns)
Not helpful	32.3	32.7	33.3	25.4	29.6	30.7	38.5	31.7	26.0	31.9			
Moderately helpful	20.7	22.6	22.7	27.5	19.0	27.0	24.0	17.3	18.3	22.1			
Extremely helpful	40.5	36.1	37.6	42.0	46.9	37.7	33.8	47.5	52.1	40.7			

Table E.21(GE)—*Continued*

	Response percentage by academic field												
Source	Comp (*n*=415)	Lit (*n*=210)	Hist (*n*=263)	Soc (*n*=141)	Psych (*n*=180)	Bio (*n*=215)	Math (*n*=304)	Fine Arts (*n*=205)	Lang (*n*=172)	Total (*N*=2105)	X^2	*df*	*p*
Instructional development center													
NA	36.5	36.9	31.2	40.6	45.8	43.9	42.5	31.2	39.8	39.3	34.01	16	.08
Not helpful	44.8	50.0	53.6	44.9	40.1	42.9	44.6	48.7	44.1	46.1			
Moderately helpful	10.8	9.2	10.4	8.7	10.2	9.9	8.5	13.1	8.1	10.0			
Extremely helpful	8.0	3.9	4.8	5.8	4.0	3.3	4.4	7.0	8.1	5.6			
Audio–visual service center													
NA	6.1	6.3	5.1	7.1	5.6	7.5	10.8	1.5	4.1	6.2	120.47	16	.00
Not helpful	59.0	61.1	49.6	47.1	45.6	50.7	67.2	44.6	46.7	54.0			
Moderately helpful	20.9	17.8	20.7	22.9	26.1	25.4	15.9	20.3	25.4	21.2			
Extremely helpful	14.0	14.9	24.6	22.9	22.8	16.4	6.1	33.7	23.7	18.6			
Computer center													
NA	7.9	5.3	11.0	10.1	9.6	5.2	4.0	8.4	13.7	8.0	149.77	16	.00
Not helpful	58.4	82.6	71.3	61.2	55.1	60.8	50.3	75.4	61.9	63.4			
Moderately helpful	18.3	6.8	13.4	12.9	23.6	21.2	28.9	11.8	19.0	17.9			
Extremely helpful	15.3	5.3	4.3	15.8	11.8	12.7	16.8	4.4	5.4	10.8			
Student assistance or tutoring center													
NA	9.6	4.9	10.7	16.2	16.3	11.7	9.1	13.0	15.5	11.2	149.72	16	.00
Not helpful	39.2	68.9	62.1	58.1	53.4	57.5	41.8	66.0	51.8	53.4			
Moderately helpful	25.4	17.5	13.8	18.4	18.0	19.2	26.3	14.5	19.6	20.0			
Extremely helpful	25.9	8.7	13.4	7.4	12.4	11.7	22.9	6.5	13.1	15.4			
Test–scoring service													
NA	26.1	20.0	26.9	33.1	38.3	28.2	30.5	22.9	39.9	28.8	62.54	16	.00
Not helpful	56.4	72.2	59.3	51.5	42.8	52.6	55.3	64.2	48.8	56.4			
Moderately helpful	10.8	4.4	8.7	9.6	10.0	11.3	9.5	8.0	5.4	8.9			
Extremely helpful	6.7	3.4	5.1	5.9	8.9	8.0	4.7	5.0	6.0	5.9			
Family members													
NA	6.4	6.3	11.0	3.6	6.7	7.0	6.7	3.4	8.2	6.8	50.16	16	00
Not helpful	55.1	59.4	59.2	64.3	63.3	66.7	71.5	64.0	57.6	62.0			
Moderately helpful	19.0	16.4	14.5	15.7	13.3	15.0	14.4	13.8	14.7	15.5			
Extremely helpful	19.5	17.9	15.3	16.4	16.7	11.3	7.4	18.7	19.4	15.7			

Table E.21(GE)—*Continued*

Source	Response percentage by academic field												
	Comp (*n*=415)	Lit (*n*=210)	Hist (*n*=263)	Soc (*n*=141)	Psych (*n*=180)	Bio (*n*=215)	Math (*n*=304)	Fine Arts (*n*=205)	Lang (*n*=172)	Total (*N*=2105)	χ^2	*df*	*p*
Disciplinary or professional association													
NA	6.2	3.8	4.3	2.9	5.1	4.7	5.7	6.1	5.3	5.1	57.22	16	.00
Not helpful	48.4	49.5	44.1	34.8	45.5	45.3	42.3	49.2	34.1	44.5			
Moderately helpful	23.3	23.1	25.2	19.6	23.0	32.1	25.2	21.3	21.8	24.1			
Extremely helpful	22.1	23.6	26.4	42.8	26.4	17.9	26.8	23.4	38.8	26.3			
Books or articles on instructional design													
NA	1.0	0.0	2.0	0.7	2.2	1.4	1.7	1.5	0.6	1.3	113.29	16	.00
Not helpful	26.8	41.1	49.6	27.9	27.2	44.1	39.8	32.2	19.4	34.7			
Moderately helpful	29.7	24.9	25.2	27.1	23.3	22.1	34.1	28.7	30.6	27.8			
Extremely helpful	42.5	34.0	23.2	44.3	47.2	32.4	24.4	37.6	49.4	36.3			
Course evaluations from students													
NA	1.2	0.0	0.8	0.7	1.1	0.9	0.7	2.5	0.0	0.9	28.91	16	.22
Not helpful	21.5	21.9	23.9	14.3	18.5	25.4	19.8	22.3	23.5	21.5			
Moderately helpful	30.7	31.9	26.3	36.4	25.3	31.0	33.9	30.2	35.3	31.0			
Extremely helpful	46.6	46.2	49.0	48.6	55.1	42.7	45.6	45.0	41.2	46.6			
Services of a consortium of institutions													
NA	30.4	29.0	29.2	35.5	34.7	37.1	29.8	27.2	32.1	31.3	33.10	16	.10
Not helpful	45.7	49.3	51.2	39.9	42.0	44.1	46.4	48.7	41.2	45.9			
Moderately helpful	14.8	14.0	15.2	10.1	17.0	10.8	16.9	16.9	15.2	14.8			
Extremely helpful	9.0	7.7	4.4	14.5	6.3	8.0	6.8	7.2	11.5	8.1			

Table E.21(P)

Useful Sources of Teaching Assistance (by Academic Field)

Source	Responses by academic field						
	Ed Psych (*n*=48)	Nurs (*n*=68)	Bus (*n*=91)	Total (*N*=207)	χ^2	*df*	*p*
Disciplinary or professional association							
NA	2.1	3.0	5.6	3.9	7.41	6	.28
Not helpful	33.3	21.2	37.1	31.0			
Moderately helpful	25.0	37.9	27.0	30.0			
Extremely helpful	39.6	37.9	30.3	35.0			
Books or articles on instructional design							
NA	0.0	1.5	4.4	2.5	8.94	6	.18
Not helpful	20.8	15.2	25.6	21.1			
Moderately helpful	14.6	22.7	24.4	21.6			
Extremely helpful	64.6	60.6	45.6	54.9			
Course evaluations from students							
NA	0.0	0.0	1.1	0.5	6.75	6	.34
Not helpful	6.3	9.0	14.4	10.7			
Moderately helpful	35.4	20.9	25.6	26.3			
Extremely helpful	58.3	70.1	58.9	62.4			
Services of a consortium of institutions							
NA	41.7	39.4	30.7	36.1	2.92	6	.82
Not helpful	35.4	30.3	38.6	35.1			
Moderately helpful	12.5	15.2	14.8	14.4			
Extremely helpful	10.4	15.2	15.9	14.4			

Table E.22-GE

Steps Faculty Consider in Course Planning (by Academic Field)

Step	Percent responses by academic field												
	Comp (*n*=415)	Lit (*n*=210)	Hist (*n*=263)	Soc (*n*=141)	Psych (*n*=180)	Bio (*n*=215)	Math (*n*=304)	Fine Arts (*n*=205)	Lang (*n*=172)	Total (*N*=2105)	χ^2	*df*	*p*
I select course content													
Not typical of me	8.5	3.3	5.8	1.4	5.0	0.9	7.6	1.5	11.7	5.6	64.24	16	.00
Neutral	12.0	11.0	11.2	12.2	7.3	6.1	13.6	5.0	9.9	10.2			
Very typical of me	79.5	85.6	83.1	86.3	87.7	93.0	78.7	93.5	78.4	84.3			
I think about student needs, preparation and characteristics													
Not typical of me	2.4	12.0	10.3	10.1	12.4	9.4	3.0	9.9	12.4	8.1	96.68	16	.00
Neutral	17.2	26.8	34.5	32.4	29.2	24.9	19.3	23.2	22.4	24.4			
Very typical of me	80.3	61.2	55.2	57.6	58.4	65.7	77.7	67.0	65.3	67.5			
I select objectives based on **external standards**													
Not typical of me	34.1	47.6	45.6	43.2	46.4	42.4	22.6	43.1	33.9	38.6	100.28	16	.00
Neutral	30.2	28.8	29.9	29.5	28.5	33.3	25.9	28.2	23.4	28.8			
Very typical of me	35.8	23.6	24.5	27.3	25.1	24.3	51.5	28.7	42.7	32.7			
I draw primarily on my own background and experience													
Not typical of me	14.0	9.6	11.2	12.9	15.0	13.2	21.3	15.3	10.0	14.0	38.21	16	.00
Neutral	26.9	18.8	19.3	21.6	21.7	25.5	26.7	24.6	26.5	23.9			
Very typical of me	59.1	71.6	69.5	65.5	63.3	61.3	52.0	60.1	63.5	62.1			
I select textbooks, other resources													
Not typical of me	18.1	19.6	13.5	8.6	16.1	10.8	31.9	13.2	14.0	17.3	94.18	16	.00
Neutral	25.7	23.0	28.2	22.3	28.3	21.7	24.6	23.5	12.2	23.8			
Very typical of me	56.2	57.4	58.3	69.1	55.6	67.5	43.5	63.2	73.8	58.8			
I base my choice of activities on what I believe promotes learning													
Not typical of me	4.6	15.3	15.1	9.4	14.4	15.6	18.4	11.9	4.7	12.0	82.34	16	.00
Neutral	16.3	22.5	28.6	24.5	20.6	26.4	22.4	22.3	17.1	21.9			
Very typical of me	79.0	62.2	56.4	66.2	65.0	58.0	59.2	65.8	78.2	66.1			

Table E.22(GE)—*Continued*

Step	Response percentage by academic field												
	Comp (*n*=415)	Lit (*n*=210)	Hist (*n*=263)	Soc (*n*=141)	Psych (*n*=180)	Bio (*n*=215)	Math (*n*=304)	Fine Arts (*n*=205)	Lang (*n*=172)	Total (*N*=2105)	χ^2	*df*	*p*
I examine student evaluations from previous courses													
Not typical of me	28.7	31.7	33.5	27.5	27.8	33.8	35.4	36.6	28.1	31.7	29.36	16	.02
Neutral	29.4	28.4	32.7	23.9	21.1	28.6	27.8	27.7	24.0	27.7			
Very typical of me	41.8	39.9	33.9	48.6	51.1	37.6	36.8	35.6	48.0	40.6			
I examine examinations from previous courses													
Not typical of me	30.8	29.8	32.2	26.4	29.4	28.3	26.2	27.5	28.1	29.0	19.81	16	0.23
Neutral	27.9	30.3	26.7	24.3	25.0	30.7	21.3	28.0	22.2	26.4			
Very typical of me	41.3	39.9	41.1	49.3	45.6	41.0	52.5	44.5	49.7	44.6			

Table E.22(P)

Steps Faculty Consider in Course Planning (by Academic Field)

	Response percentage by academic field						
Step	Ed Psych (*n*=48)	Nurs (*n*=68)	Bus (*n*=91)	Total (*N*=207)	χ^2	*df*	*p*
I select course content							
Not typical of me	4.3	1.5	5.5	3.9	1.86	4	.76
Neutral	6.5	6.1	7.7	6.9			
Very typical of me	89.1	92.4	86.8	89.2			
I think about student needs, preparation and characteristics							
Not typical of me	4.3	3.0	4.4	3.9	0.70	4	.95
Neutral	15.2	15.2	18.7	16.7			
Very typical of me	80.4	81.8	76.9	79.3			
I select objectives based on external standards							
Not typical of me	17.0	4.5	18.7	13.7	9.02	4	.06
Neutral	25.5	24.2	29.7	27.0			
Very typical of me	57.4	71.2	51.6	59.3			
I draw primarily on my own background and experience							
Not typical of me	21.3	22.7	14.3	18.6	19.15	4	.00
Neutral	23.4	47.0	22.0	30.4			
Very typical of me	55.3	30.3	63.7	51.0			
I select textbooks, other resources							
Not typical of me	14.9	6.0	15.4	12.2	5.86	4	21
Neutral	31.9	22.4	25.3	25.9			
Very typical of me	53.2	71.6	59.3	62.0			
I base my choice of activities on what I believe promotes learning							
Not typical of me	4.3	10.6	4.4	6.4	5.16	4	.27
Neutral	10.9	15.2	20.9	16.7			
Very typical of me	84.8	74.2	74.7	76.8			

12A2 7/23/90

Table E.22(P)—*Continued*

	Response percentage by academic field						
Step	Ed Psych (*n*=48)	Nurs (*n*=68)	Bus (*n*=91)	Total (*N*=207)	χ^2	*df*	*p*
I examine student evaluations from previous courses							
Not typical of me	21.3	12.1	28.6	21.6	10.61	4	.03
Neutral	25.5	19.7	28.6	25.0			
Very typical of me	53.2	68.2	42.9	53.4			
I examine examinations from previous courses							
Not typical of me	27.7	15.2	26.4	23.0	4.33	4	.36
Neutral	23.4	22.7	25.3	24.0			
Very typical of me	48.9	62.1	48.4	52.9			

Table E.23(GE)

"Course Planning Steps I Take First"(by Academic Field)

	Response percentage by academic field												
First Step	Comp (*n*=377)	Lit (*n*=181)	Hist (*n*=234)	Soc (*n*=126)	Psych (*n*=163)	Bio (*n*=197)	Math (*n*=275)	Fine Arts (*n*=193)	Lang (*n*=160)	Total (*N*=1906*)	X^2	*df*	*p*
I select course content	31.6	45.9	59.0	45.2	61.3	61.4	38.9	53.9	38.1	46.7	237.89	56	.00
I think about student needs, preparation, and characteristics	22.0	13.3	6.4	12.7	10.4	11.2	22.5	13.5	11.9	14.9			
I select objectives based on external standards	8.0	2.8	1.7	4.8	0.0	3.6	11.3	2.6	7.5	5.2			
I draw primarily on my own background and experience	15.4	23.2	22.6	22.2	14.7	12.7	11.3	13.5	15.0	16.3			
I select textbooks, other resources	4.5	4.4	5.1	8.7	5.5	5.1	5.5	8.3	13.1	6.2			
I base my choice of activities on what Ibelieve promotes learning	17.0	9.4	4.7	5.6	7.4	4.1	7.6	6.2	14.4	9.2			
I examine student evaluations from previous courses	0.8	0.0	0.0	0.8	0.6	1.0	1.5	1.6	0.0	0.7			
I examine examinations from previous courses	0.8	1.1	0.4	0.0	0.0	1.0	1.5	0.5	0.0	0.7			
	100.1	100.1	99.9	100	99.9	100.1	100.1	100.1	100				

* *N* =1906 due to listwise deletion.

13A1E 9/18/90

Table E.23(P)

"Course Planning Steps I Take First" (by Academic Field)

	Response percentage by academic field						
First Step	Ed Psych (*n*=42)	Nurs (*n*=57)	Bus (*n*=81)	Total (*N*=180)	X^2	*df*	*p*
I select course content	21.4	47.4	38.3	37.2	17.49	12	.13
I think about student needs, preparation, and characteristics	26.2	19.3	18.5	20.6			
I select objectives based on external standards	19.0	19.3	11.1	15.6			
I draw primarily on my own background and experience	11.9	0.0	16.0	10.0			
I select textbooks, other resources	11.9	5.3	7.4	7.8			
I base my choice of activities on what I believe promotes learning	7.1	7.0	6.2	6.7			
I examine student evaluations from previous courses	2.4	1.8	2.5	2.2			
I examine examinations from previous courses	0.0	0.0	0.0	0.0			
	99.9	100.1	100	100.1			

* *N*=180 due to listwise deletion.

BEST COPY AVAILABLE

13A2 9/18/90

Table E.24(GE)

Ways of Communicating Goals to Students (by Academic Field)

Method	Comp (*n*=415)	Lit (*n*=210)	Hist (*n*=263)	Soc (*n*=141)	Psych (*n*=180)	Bio (*n*=215)	Math (*n*=304)	Fine Arts (*n*=205)	Lang (*n*=172)	Total (*N*=2105)	χ^2	*df*	*p*
	Response percentage by academic field												
Describe in syllabus–detailed													
Seldom rely on	12.2	19.7	17.8	15.9	11.9	25.9	24.0	16.8	16.2	17.7	41.94	16	.00
Neutral	20.2	17.3	20.5	21.7	21.6	20.0	25.0	17.8	19.2	20.5			
Rely on heavily	67.6	63.0	61.6	62.3	66.5	54.1	51.0	65.3	64.7	61.7			
Stress during first class													
Seldom rely on	9.0	10.1	9.7	8.0	8.5	13.6	21.4	9.8	14.3	11.9	71.32	16	.00
Neutral	14.4	14.9	14.0	23.2	12.5	23.3	22.7	13.2	16.7	17.0			
Rely on heavily	76.5	75.0	76.4	68.8	79.0	63.1	55.9	77.0	69.0	71.2			
Stress periodically													
Seldom rely on	3.9	7.7	12.4	9.4	13.6	13.1	11.0	8.9	11.3	9.6	54.11	16	.00
Neutral	14.5	22.1	21.3	20.3	23.9	27.2	23.3	22.7	15.5	20.7			
Rely on heavily	81.6	70.2	66.3	70.3	62.5	59.7	65.7	68.5	73.2	69.7			
Allow students to infer from assignments													
Seldom rely on	13.1	8.7	18.3	13.8	15.3	23.9	19.7	12.8	9.1	15.2	49.88	16	.00
Neutral	19.8	18.8	24.1	21.7	21.6	26.3	23.7	17.7	20.1	21.6			
Rely on heavily	67.1	72.6	57.6	64.5	63.1	49.8	56.7	69.5	70.7	63.2			
Explicitly discuss goals in assignments													
Seldom rely on	4.9	13.4	18.2	8.7	13.6	21.5	15.6	10.3	13.9	12.9	79.66	16	.00
Neutral	14.0	19.6	23.3	23.2	21.0	23.9	25.2	21.1	19.3	20.7			
Rely on heavily	81.1	67.0	58.5	68.1	65.3	54.6	59.1	68.6	66.9	66.4			

23A1 7/23/90

Table E.24(P)

Ways of Communicating Goals to Students (by Academic Field)

Method	Ed Psych (*n*=48)	Nurs (*n*=68)	Bus (*n*=91)	Total (*N*=207)	χ^2	*df*	*p*
	Response percentage by academic field						
Describe in syllabus–detailed							
Seldom rely on	6.3	3.0	6.6	5.3	3.14	4	.54
Neutral	14.6	13.4	20.9	17.0			
Rely on heavily	79.2	83.6	72.5	77.7			
Stress during first class							
Seldom rely on	10.4	6.0	5.5	6.8	1.90	4	.75
Neutral	22.9	19.4	18.7	19.9			
Rely on heavily	66.7	74.6	75.8	73.3			
Stress periodically							
Seldom rely on	10.4	6.0	12.1	9.7	2.44	4	.66
Neutral	18.8	14.9	18.7	17.5			
Rely on heavily	70.8	79.1	69.2	72.8			
Allow students to infer from assignments							
Seldom rely on	29.2	15.2	15.6	18.6	5.49	4	.24
Neutral	18.8	27.3	21.1	22.5			
Rely on heavily	52.1	57.6	63.3	58.9			
Explicitly discuss goals in assignments							
Seldom rely on	4.2	6.0	12.1	8.3	7.58	4	.11
Neutral	10.4	14.9	22.0	17.0			
Rely on heavily	85.4	79.1	65.9	74.8			

23A2 7/18/90

Table E.25(GE)

Preferred Method of Arranging Course Content (by Academic Field)

	Response percentage by academic field												
Preferred Arrangment	Comp (*n*=415)	Lit (*n*=210)	Hist (*n*=263)	Soc (*n*=141)	Psych (*n*=180)	Bio (*n*=215)	Math (*n*=304)	Fine Arts (*n*=205)	Lang (*n*=172)	Total (*N*=2105)	χ^2	*df*	*p*
Way relationships occur in real world (Structurally based)													
Not like my course	43.5	32.4	9.2	27.3	30.6	14.3	33.2	16.9	49.1	29.3	216.2	16	.00
Neutral	22.5	19.0	18.1	30.9	28.9	23.3	26.6	19.4	18.9	22.8			
Very much like my course	34.0	48.6	72.7	41.7	40.6	62.4	40.1	63.7	32.0	47.8			
Way students will use it in social, personal, or career setting (Knowledge utilization)													
Not like my course	33.3	57.7	58.2	30.4	33.9	62.4	42.8	58.1	38.2	45.8	146.52	16	.00
Neutral	29.1	24.0	25.7	26.8	31.7	21.0	30.9	24.1	22.9	26.7			
Very much like my course	37.6	18.3	16.1	42.8	34.4	16.7	26.3	17.7	38.8	27.5			
Way major concepts and relationships are organized (Concept based)													
Not like my course	11.0	23.3	16.9	4.3	8.4	3.8	6.3	18.1	23.1	12.6	149.94	16	.00
Neutral	23.3	21.0	19.6	10.8	14.0	8.5	10.5	16.2	21.9	16.8			
Very much like my course	65.7	55.7	63.5	84.9	77.7	87.7	83.2	65.7	55.0	70.6			
Way I know students learn (Learning based)													
Not like my course	4.9	24.4	37.2	19.6	18.4	23.8	8.6	23.8	8.8	17.6	262.65	16	00
Neutral	17.0	28.7	28.7	31.9	33.0	32.9	21.5	29.2	13.5	25.1			
Very much like my course	78.1	46.9	34.1	48.6	48.6	43.3	70.0	47.0	77.6	57.3			
So that students prepare directly for careers (Vocational)													
Not like my course	49.6	78.0	69.2	58.0	59.2	70.1	34.9	77.8	56.5	59.5	195.26	16	00
Neutral	31.6	16.3	21.9	30.4	27.9	15.6	34.5	15.8	23.8	25.1			
Very much like my course	18.7	5.7	8.8	11.6	12.8	14.2	30.6	6.4	19.6	15.4			
Way knowledge has been created in my field (Knowledge creation)													
Not like my course	49.5	43.1	28.8	25.4	27.4	29.9	32.7	42.9	64.3	38.9	118.43	16	00
Neutral	21.7	24.9	31.9	35.5	29.1	33.6	31.4	29.6	20.2	28.1			
Very much like my course	28.8	32.1	39.2	39.1	43.6	36.5	36.0	27.6	15.5	33.0			
To help students clarify values and commitments (Value based)													
Not like my course	41.7	21.9	27.6	27.5	36.9	58.1	82.8	52.0	66.1	47.2	367.17	16	.00
Neutral	27.3	22.4	26.8	30.4	28.5	23.8	13.2	20.8	22.0	23.6			
Very much like my course	31.0	55.7	45.6	42.0	34.6	18.1	4.0	27.2	11.9	29.2			

19A1 7/23/90

Table E.25(P)

Preferred Method of Arranging Course Content (by Academic Field)

	Response percentage by academic field						
Preferred Arrangement	Ed Psych (*n*=48)	Nurs (*n*=68)	Bus (*n*=91)	Total (*N*=207)	χ^2	*df*	*p*
Way relationships occur in real world (Structurally based)							
Not like my course	26.7	30.3	31.1	29.9	2.77	4	.60
Neutral	31.1	24.3	34.4	30.3			
Very much like my course	42.2	45.5	34.4	39.8			
Way students will use it in social, personal or career setting (Knowledge utilization)							
Not like my course	13.0	10.6	16.7	13.9	1.65	4	.80
Neutral	23.9	27.3	21.1	23.8			
Very much like my course	63.0	62.1	62.2	62.4			
Way major concepts and relationships are organized (Concept based)							
Not like my course	13.0	0.0	14.4	9.4	19.64	4	.00
Neutral	10.9	9.0	23.3	15.8			
Very much like my course	76.1	91.0	62.2	74.9			
Way I know students learn (Learning based)							
Not like my course	8.7	6.1	21.1	13.4	14.17	4	.01sig
Neutral	34.8	19.7	30.0	27.7			
Very much like my course	56.5	74.2	48.9	58.9			
So that students prepare directly for careers (Vocational)							
Not like my course	15.2	6.0	20.0	14.3	12.51	4	.01
Neutral	28.3	13.4	23.3	21.2			
Very much like my course	56.5	80.6	56.7	64.5			
Way knowledge has been created in my field (Knowledge creation)							
Not like my course	45.7	46.3	41.1	43.8	2.04	4	73
Neutral	32.6	23.9	32.2	29.6			
Very much like my course	21.7	29.9	26.7	26.6			
To help students clarify values and commitments (Value based)							
Not like my course	34.8	32.8	37.8	35.5	1.24	4	.87
Neutral	28.3	26.9	21.1	24.6			
Very much like my course	37.0	40.3	41.1	39.9			

19A2 7/23/90

Table E.26(GE)

Preferred Patterns of Arranging Content (by Academic Field)

Preferred Pattern	Comp (*n*=377)	Lit (*n*=190)	Hist (*n*=231)	Soc (*n*=130)	Psych (*n*=167)	Bio (*n*=199)	Math (*n*=286)	Fine Arts (*n*=193)	Lang (*n*=154)	Total* (*N*=1927)	X^2	*df*	*p*
	Response percentage by academic field												
Way relationships occur in real world (Structural based)	4.8	23.2	46.8	3.8	7.8	21.1	3.5	33.2	4.5	16.7	821.9	48	.00
Way students will use it in social, personal or career setting (Knowledge utilization)	10.3	2.6	1.7	13.1	10.2	1.0	4.2	4.1	14.9	6.6			
Way major concepts and relationships areorganized (Concept based)	29.4	33.7	25.5	50.8	58.7	59.3	55.9	35.8	23.4	40.5			
Way I know students learn (Learning based)	40.6	12.1	3.5	12.3	7.8	10.1	23.8	14.5	51.9	21.2			
So that students prepare directly for careers (Vocational)	3.2	0.0	0.4	0.0	0.0	1.0	8.0	2.1	2.6	2.4			
Way knowledge has been created in my field (Knowledge creation)	5.3	5.3	10.0	9.2	7.8	4.5	4.5	6.2	2.6	6.0			
To help students clarify values and commitments (Value based)	6.4	23.2	12.1	10.8	7.8	3.0	0.0	4.1	0.0	7.1			
	100	100.1	100	100	100.1	100	99.9	100	99.9	99.9			

* N=1927 due to listwise deletion

Table E.26(P)

Preferred Patterns of Arranging Content (by Academic Field)

Preferred Pattern	Ed Psych (*n*=39)	Nurs (*n*=62)	Bus (*n*=87)	Total* (*N*=182)	X^2	*df*	*p*
	Response percentage by academic field						
Way relationships occur in real world (Structural based)	2.6	4.8	4.9	4.4	10.57	12	.57
Way students will use it in social, personal or career setting (Knowledge utilization)	12.8	17.7	25.9	20.3			
Way major concepts and relationships are organized (Concept based)	51.3	46.8	30.9	40.7			
Way I know students learn (Learning based)	7.7	6.5	8.6	7.7			
So that students prepare directly for careers (Vocational)	12.8	19.4	18.5	17.6			
Way knowledge has been created in my field (Knowledge creation)	2.6	0.0	3.7	2.2			
To help students clarify values and commitments (Value based)	10.3	4.8	7.4	7.1			
	100.1	100	99.9	100			

* 182 due to listwise deletion.

Table E.27(GE)

Ways of Assisting and Monitoring Student Learning (by Academic Field)

Method	Response percentage (Like what I do)												
	Comp (*n*=415)	Lit (*n*=210)	Hist (*n*=263)	Soc (*n*=141)	Psych (*n*=180)	Bio (*n*=215)	Math (*n*=304)	Fine Arts (*n*=205)	Lang (*n*=172)	Total (*N*=2105)	X^2	*df*	*p*
Provide extra help sessions													
Not like what I do	16.7	32.7	28.7	27.7	31.5	27.1	17.2	37.9	15.8	24.9	85.67	16	.00
Neutral	20.6	25.0	24.9	27.0	23.6	25.7	20.9	24.1	26.9	23.7			
Very much like what I do	62.6	42.3	46.4	45.3	44.9	47.2	61.9	37.9	57.3	51.4			
Provide structure to clarify material													
Not like what I do	5.1	5.8	3.8	2.9	2.8	1.9	2.7	5.9	1.8	3.8	25.05	16	.07
Neutral	12.9	14.9	12.3	15.2	12.9	18.4	13.3	15.3	7.1	13.6			
Very much like what I do	82.0	79.3	83.9	81.9	84.3	79.7	84.1	78.7	91.1	82.6			
Find ways to motivate students													
Not like what I do	1.9	2.9	1.5	1.4	1.7	2.8	5.3	2.5	1.8	2.5	44.60	16	.00
Neutral	13.3	13.4	19.2	15.1	13.5	17.8	26.2	15.2	12.9	16.7			
Very much likewhat I do	84.7	83.7	79.3	83.5	84.8	79.4	68.5	82.4	85.3	80.8			
Show enthusiasm for subject													
Not like what I do	0.5	0.0	0.8	0.0	0.6	0.5	0.7	0.0	0.0	0.4	28.71	16	.03
Neutral	2.7	0.5	2.3	2.2	0.6	4.2	5.3	2.0	0.0	2.4			
Very much like what I do	96.9	99.5	96.9	97.8	98.9	95.3	94.0	98.0	100.0	97.2			
Show personal concern for students													
Not like what I do	0.7	0.0	1.9	2.2	0.0	2.3	1.7	0.0	0.0	1.0	29.46	16	.02
Neutral	4.4	7.2	7.7	7.2	9.6	6.5	7.3	6.4	2.3	6.4			
Very much likewhat I do	94.9	92.8	90.4	90.6	90.4	91.1	91.0	93.6	97.7	92.6			
Provide role model for students													
Not like what I do	5.4	5.8	8.6	2.2	3.4	7.0	7.6	2.5	4.1	5.5	33.60	16	.01 (sig)
Neutral	11.5	12.1	15.6	11.5	10.7	18.1	14.6	13.2	7.1	12.9			
Very much like what I do	83.2	82.0	75.9	86.3	85.9	74.9	77.8	84.3	88.8	81.5			

25A1 7/23/90

Table E.27(P)

Ways of Assisting and Monitoring Student Learning (by Academic Field)

Method	Response percentage (Like what I do)						
	Ed Psych (*n*=48)	Nurs (*n*=68)	Bus (*n*=91)	Total (*N*=207)	X^2	*df*	*p*
Provide extra help sessions							
Not like what I do	43.8	6.0	30.8	25.7	36.14	4	.00
Neutral	14.6	17.9	33.0	23.8			
Very much like what I do	41.7	76.0	36.3	50.5			
Provide structure to clarify material							
Not like what I do	2.1	0.0	2.2	1.5	6.34	4	.17
Neutral	10.4	7.5	18.7	13.1			
Very much like what I do	87.5	92.5	79.1	85.4			
Find ways to motivate students							
Not like what I do	0.0	1.5	1.1	1.0	1.21	4	.89
Neutral	14.6	10.4	13.2	12.6			
Very much like what I do	85.4	88.1	85.7	86.4			
Show enthusiasm for subject							
Not like what I do	0.0	0.0	0.0	0.0	6.35	2	.04
Neutral	6.3	0.0	1.1	1.9			
Very much like what I do	93.8	100	98.9	98.1			
Show personal concern for students							
Not like what I do	0.0	0.0	0.0	0.0	5.16	2	.08
Neutral	0.0	0.0	4.4	1.9			
Very much like what I do	100	100	95.6	98.1			
Provide role model for students							
Not like what I do	0.0	0.0	1.1	0.5	6.60	4	.16
Neutral	0.0	1.5	6.6	3.4			
Very much like what I do	100	98.5	92.3	96.1			

25A2 7/16/90

Table E.28(GE)

Useful Indicators of Student Learning (by Academic Field)

Indicator	Response percentage by academic field												
	Comp (*n*=415)	Lit (*n*=210)	Hist (*n*=263)	Soc (*n*=141)	Psych (*n*=180)	Bio (*n*=215)	Math (*n*=304)	Fine Arts (*n*=205)	Lang (*n*=172)	Total (*N*=2105)	χ^2	*df*	*p*
Examine results of quizzes/exams													
Monthly	42.0	62.9	71.8	73.7	70.9	51.4	37.1	70.1	14.7	53.1	478.68	24	.00
Weekly	36.7	30.5	24.3	21.9	24.6	43.4	56.3	26.0	77.6	38.3			
Daily	4.1	4.3	3.1	2.9	3.9	4.2	6.6	1.0	7.1	4.2			
NA	17.2	2.4	0.8	1.5	0.6	0.9	0.0	2.9	0.6	4.3			
Watch student faces													
Monthly	1.5	1.9	3.9	0.0	1.7	2.8	1.3	5.4	0.6	2.2	45.14	24	.01(sig)
Weekly	8.0	6.2	8.5	9.5	10.1	7.0	7.3	6.9	1.8	7.3			
Daily	88.5	89.5	82.6	89.8	85.5	86.9	89.8	85.7	95.3	88.0			
NA	2.0	2.4	5.0	0.7	2.8	3.3	1.7	2.0	2.3	2.5			
Observe discussions and participation													
Monthly	2.9	0.5	5.8	3.6	7.3	5.1	1.3	3.0	1.2	3.3	167.91	24	.00
Weekly	18.5	13.4	30.6	18.1	22.5	28.5	10.2	20.4	7.6	18.9			
Daily	77.4	85.6	61.2	74.6	67.4	56.1	80.2	70.6	89.5	73.7			
NA	1.2	0.5	2.3	3.6	2.8	10.3	8.3	6.0	1.8	4.0			
Observe after–class questions													
Monthly	16.4	12.4	16.9	16.1	24.2	16.0	15.6	14.9	18.0	16.5	45.89	24	.00
Weekly	24.7	21.1	27.2	25.5	23.0	21.1	22.9	24.9	17.4	23.3			
Daily	45.7	50.7	36.6	47.4	39.3	39.0	47.2	41.3	40.7	43.4			
NA	13.2	15.8	19.3	10.9	13.5	23.9	14.3	18.9	24.0	16.8			
Observe frequency of student office visit													
Monthly	19.6	19.8	24.1	20.3	26.6	23.9	12.3	28.1	21.8	21.2	89.39	24	.00
Weekly	37.3	36.2	32.5	35.5	31.1	29.7	30.7	27.1	36.5	33.2			
Daily	28.4	24.2	26.1	23.2	27.1	26.3	46.3	21.1	71.8	28.4			
NA	14.7	19.8	17.3	21.0	15.3	20.1	10.7	23.6	20.0	17.3			

Table E.28(GE)—*Continued*

Indicator	Response percentage by academic field												
	Comp (*n*=415)	Lit (*n*=210)	Hist (*n*=263)	Soc (*n*=141)	Psych (*n*=180)	Bio (*n*=215)	Math (*n*=304)	Fine Arts (*n*=205)	Lang (*n*=172)	Total (*N*=2105)	χ^2	*df*	*p*
Observe class attendance													
Monthly	3.9	1.4	4.3	2.9	6.1	6.1	5.0	4.5	1.2	4.0	52.75	24	.00
Weekly	12.9	14.8	15.2	17.4	20.1	14.5	9.9	12.4	5.3	13.4			
Daily	81.7	81.3	77.8	77.5	70.4	72.9	81.5	78.6	90.6	79.4			
NA	1.5	2.4	2.7	2.2	3.4	6.5	3.6	4.5	2.9	3.2			
Observe frequency of completing assignments													
Monthly	4.2	21.4	32.4	35.5	33.0	23.9	13.3	23.9	5.9	19.3	399.73	24	.00
Weekly	38.3	29.1	31.2	32.6	30.2	31.5	30.6	33.3	28.8	32.4			
Daily	56.3	41.7	19.4	19.6	16.2	16.9	36.5	30.3	59.4	35.2			
NA	1.2	7.8	17.0	12.3	20.7	27.7	19.6	12.4	5.9	13.1			
Analyze student papers and themes													
Monthly	4.9	39.4	62.6	59.9	58.4	40.3	14.0	48.8	14.0	33.6	1139.7	24	.00
Weekly	59.7	38.0	17.7	22.6	12.9	13.7	15.9	19.9	33.9	28.9			
Daily	35.4	19.7	9.4	6.6	7.3	3.8	4.7	13.9	14.6	14.9			
NA	0.0	2.9	10.2	10.9	21.3	42.2	65.4	17.4	37.4	22.7			
Examine student course evaluations													
Monthly	82.2	85.1	86.6	88.0	87.6	86.7	84.7	84.7	78.4	84.6	30.31	24	.17
Weekly	3.7	3.8	3.6	3.0	2.8	1.4	1.7	2.0	4.2	2.9			
Daily	6.6	4.3	2.4	3.0	4.0	1.9	3.0	5.0	4.8	4.1			
NA	7.6	6.7	7.5	6.0	5.6	10.0	10.7	8.4	12.6	8.4			
Analyze student journals													
Monthly	40.2	33.0	15.3	25.6	26.4	17.0	14.0	27.0	16.7	24.9	248.81	24	.00
Weekly	11.3	6.8	3.2	3.0	2.2	1.4	0.7	4.0	1.8	4.5			
Daily	5.1	3.9	1.2	0.8	2.2	0.0	0.0	1.0	1.2	2.0			
NA	43.4	56.3	80.3	70.7	69.1	81.6	85.3	68.0	80.4	68.6			

Table E.28(P)

Useful Indicators of Student Learning (by Academic Field)

	Response percentage by academic field						
Indicator	Ed Psych (n=48)	Nurs (n=68)	Bus (n=91)	Total (N=207)	X^2	*df*	*p*
Examine results of quizzes/exams							
Monthly	77.1	43.9	64.8	61.0	23.92	6	.00
Weekly	14.6	53.0	33.0	35.1			
Daily	2.1	0.0	2.2	1.5			
NA	6.3	3.0	0.0	2.4			
Watch student faces							
Monthly	2.1	4.5	6.6	4.9	4.50	6	.61
Weekly	10.4	16.4	17.6	15.5			
Daily	85.4	77.6	75.8	78.6			
NA	2.1	1.5	0.0	1.0			
Observe discussions and participation							
Monthly	6.3	4.5	1.1	3.4	9.11	6	.17
Weekly	31.3	28.4	18.7	24.8			
Daily	62.5	67.2	78.0	70.9			
NA	0.0	0.0	2.2	1.0			
Observe after–class questions							
Monthly	25.5	20.0	20.9	21.7	5.01	6	54
Weekly	19.1	32.3	20.9	24.1			
Daily	36.2	32.3	44.0	38.4			
NA	19.1	15.4	14.3	15.8			
Observe frequency of student office visit							
Monthly	33.3	19.7	22.7	24.0	7.28	6	30
Weekly	31.3	37.9	28.9	32.4			
Daily	18.8	31.8	28.9	27.5			
NA	16.7	10.6	20.0	16.2			
Observe class attendance							
Monthly	12.5	3.0	5.5	6.3	12.93	6	.04
Weekly	10.4	28.4	16.5	18.9			
Daily	68.8	64.2	75.8	70.4			
NA	8.3	4.5	2.2	4.4			

Table E.28(P)—*Continued*

	Response percentage by academic field						
Indicator	Ed Psych (n=48)	Nurs (n=68)	Bus (n=91)	Total (N=207)	X^2	*df*	*p*
Observe frequency of completing assignments							
Monthly	31.3	4.5	18.7	17.0	19.72	6	.00
Weekly	43.8	47.8	42.9	44.7			
Daily	20.8	38.8	24.2	28.2			
NA	4.2	9.0	14.3	10.2			
Analyze student papers and themes							
Monthly	64.6	30.3	44.4	44.6	16.31	6	.01
Weekly	22.9	39.4	24.4	28.9			
Daily	6.3	12.1	10.0	9.8			
NA	6.3	18.2	21.1	16.7			
Examine student course evaluations							
Monthly	93.6	86.4	81.1	88.7	10.75	6	.10
Weekly	2.1	3.0	5.6	3.9			
Daily	4.3	9.1	4.4	5.9			
NA	0.0	1.5	8.9	4.4			
Analyze student journals							
Monthly	18.8	21.2	28.6	23.9	7.37	6	.29
Weekly	8.3	10.6	5.5	7.8			
Daily	0.0	3.0	0.0	1.0			
NA	72.9	65.2	65.9	67.3			

Table E.29(GE)

Confidence in Indicators of Student Learning (by Academic Field)

	Response percentage by academic field												
Confidence in Indicator	Comp (*n*=415)	Lit (*n*=210)	Hist (*n*=263)	Soc (*n*=141)	Psych (*n*=180)	Bio (*n*=215)	Math (*n*=304)	Fine Arts (*n*=205)	Lang (*n*=172)	Total (*N*=2105)	χ^2	*df*	*p*
Examine results of quizzes/exams													
25% or less	24.9	6.4	3.6	5.1	5.2	2.0	1.7	5.6	1.8	7.9	304.87	16	.00
50%	36.3	34.8	28.3	43.4	30.5	23.9	14.7	36.2	24.9	29.8			
95% confidence	38.8	58.8	68.1	51.5	64.4	74.1	83.6	58.2	73.4	62.3			
Watch student faces													
25% or less	10.4	16.2	18.1	8.1	14.4	13.3	13.2	12.1	9.5	12.9	59.84	16	.00
50%	39.8	43.6	46.9	43.7	37.9	50.2	44.0	36.9	26.0	41.4			
95% confidence	49.9	40.2	35.0	48.1	47.7	36.5	42.7	51.0	64.5	45.7			
Observe discussions and participation													
25% or less	7.9	6.4	12.9	14.0	15.6	21.4	16.3	11.7	4.8	12.2	110.12	16	.00
50%	35.6	34.3	43.1	33.8	38.7	43.8	45.5	40.1	21.4	38.1			
95% confidence	56.5	59.3	43.9	52.2	45.7	34.8	38.2	48.2	73.8	49.7			
Observe after–class questions													
25% or less	35.5	39.3	45.8	40.0	45.4	49.5	41.5	42.9	52.4	42.7	32.58	16	.01
50%	39.7	35.0	37.1	33.3	34.5	36.7	38.8	34.3	29.3	36.2			
95% confidence	24.8	25.7	17.1	26.7	20.1	13.8	19.7	22.7	18.3	21.1			
Observe frequency of student office visits													
25% or less	39.8	53.9	57.1	58.2	56.3	56.8	37.8	58.1	47.0	49.8	82.73	16	.00
50%	40.8	36.8	32.8	29.9	30.5	32.0	35.5	28.8	39.9	34.9			
95% confidence	19.4	9.3	10.1	11.9	13.2	11.2	26.8	13.1	13.1	15.4			
Observe class attendance													
25% or less	13.5	16.3	19.4	19.9	22.0	24.5	15.9	18.2	7.2	17.1	66.50	16	.00
50%	44.0	44.3	44.3	42.6	48.6	46.2	45.8	35.9	31.7	43.1			
95% confidence	42.5	39.4	36.4	37.5	29.5	29.3	38.2	46.0	61.1	39.9			
Observe frequency of completed assignments													
25% or less	5.2	15.3	29.1	25.5	34.3	38.9	28.6	19.4	8.3	21.5	205.85	16	.00
50%	32.4	30.5	31.2	35.8	40.7	33.7	28.9	35.7	29.0	32.6			
95% confidence	62.4	54.2	39.7	38.7	25.0	27.4	42.5	44.9	62.7	45.9			

27A1 7/23/90

Table E.29(GE)—*Continued*

	Response percentage by academic field												
Confidence in Indicator	Comp (*n*=415)	Lit (*n*=210)	Hist (*n*=263)	Soc (*n*=141)	Psych (*n*=180)	Bio (*n*=215)	Math (*n*=304)	Fine Arts (*n*=205)	Lang (*n*=172)	Total (*N*=2105)	χ^2	*df*	*p*
Analyze student papers and themes													
25% or less	1.7	4.9	18.8	17.6	32.6	50.2	71.3	22.2	42.4	28.3	697.72	16	.00
50%	10.8	21.1	24.0	31.6	30.2	25.8	12.3	26.8	20.6	20.6			
95% confidence	87.5	74.0	57.2	50.7	37.2	23.9	16.3	51.0	37.1	51.1			
Examine student course evaluations													
25% or less	35.7	27.3	30.5	26.9	35.3	36.3	40.4	32.8	38.2	34.3	27.23	16	.04
50%	45.6	48.8	47.8	53.7	38.8	43.8	45.1	44.4	39.4	45.3			
95% confidence	18.7	23.9	21.7	19.4	25.9	19.9	14.5	22.7	22.4	20.4			
Analyze student journals													
25% or less	60.3	68.0	92.3	78.6	85.6	89.6	96.0	80.7	92.1	81.2	235.95	16	.00
50%	25.1	17.2	4.5	10.7	5.7	7.1	3.7	11.2	4.9	11.2			
95% confidence	14.6	14.8	3.2	10.7	8.6	3.3	0.3	8.1	3.0	7.6			

Table E.29(P)

Confidence in Indicators of Student Learning (by Academic Field)

	Response percentage by academic field						
Confidence in Indicator	Ed Psych (n=48)	Nurs (n=68)	Bus (n=91)	Total (N=207)	X^2	*df*	*p*
Examine results of quizzes/exams							
25% or less	14.6	4.5	1.1	5.4	19.37	4	.00
50%	43.8	22.4	36.0	33.3			
95% confidence	41.7	73.1	62.9	61.3			
Watch student faces							
25% or less	16.7	9.1	5.6	9.4	4.82	4	.31
50%	35.4	43.9	42.7	41.4			
95% confidence	47.9	47.0	51.7	49.3			
Observe discussions and participation							
25% or less	2.1	3.0	9.0	5.4	7.46	4	.11
50%	43.8	50.7	33.7	41.7			
95% confidence	54.2	46.3	57.3	52.9			
Observe after–class questions							
25% or less	43.8	47.7	42.7	44.6	1.28	4	.86
50%	37.5	36.9	34.8	36.1			
95% confidence	18.8	15.4	22.5	19.3			
Observe frequency of student office visit							
25% or less	52.1	39.4	50.0	47.0	6.04	4	.20
50%	41.7	42.4	31.8	37.6			
95% confidence	6.3	18.2	18.2	15.3			
Observe class attendance							
25% or less	27.1	20.9	13.5	19.1	7.77	4	.10
50%	43.8	31.3	46.1	40.7			
95% confidence	29.2	47.8	40.4	40.2			
Observe frequency of completed assignments							
25% or less	12.5	14.1	23.6	17.9	12.17	4	.02
50%	47.9	26.6	22.5	29.9			
95% confidence	39.6	59.4	53.9	52.2			

Table E.29(P)—*Continued*

	Response percentage by academic field						
Confidence in Indicator	Ed Psych (n=48)	Nurs (n=68)	Bus (n=91)	Total (N=207)	X^2	*df*	*p*
Analyze student papers and themes							
25% or less	12.5	23.4	34.1	25.5	11.99	4	.02
50%	43.8	23.4	29.5	31.0			
95% confidence	43.8	53.1	36.4	43.5			
Examine student course evaluations							
25% or less	27.7	24.2	28.7	27.0	4.98	4	.29
50%	48.9	34.8	43.7	42.0			
95% confidence	23.4	40.9	27.6	31.0			
Analyze student journals							
25% or less	79.2	74.2	82.0	78.8	4.64	4	.32
50%	14.6	12.1	13.5	13.3			
95% confidence	6.3	13.6	4.5	7.9			

APPENDIX F

Percentage Tables by College Type Within Each Academic Field

Appendix F

Tables

F.1 Characteristics of Introductory Classes (by College Type Within Fields)
F.2 Characteristics of Faculty Respondents (by College Type Within Fields)
F.3 "Perceived Characteristics of My Academic Field" (by College Type Within Fields)
F.4 Characteristics of Field as Portrayed in Introductory Courses (by College Type Within Fields)
F.5 Influence of Discipline on Course Planning (by College Type Within Fields)
F.6 Specific Influences on Selecting Course Content (by College Type Within Fields)
F.7 Influence of Background and Beliefs on Course Planning (by College Type Within Fields)
F.8 Beliefs About Education (by College Type Within Fields)
F.9 Preferred Educational Belief (by College Type Within Fields)
F.10 Characteristics of Introductory Courses (by College Type Within Fields)
F.11 Perceived Characteristics of Sponsoring Programs (by College Type Within Fields)
F.12 Perceived Characteristics of College (by College Type Within Fields)
F.13 Perceived Autonomy of Sponsoring Program, Faculty, and Students (by College Type Within Fields)
F.14 Influences of College and Program Goals on Course Planning (by College Type Within Fields)
F.15 Characteristics of Introductory Course Students (by College Type Within Fields)
F.16 Influence of Student Characteristics on Course Planning (By College Type Within Fields)
F.17 External Influences on Course Planning (by College Type Within Fields)
F.18 Influence of Assistance and Facilities on Course Planning (by College Type Within Fields)
F.19 Pragmatic Influences on Course Planning (by College Type Within Fields)
F.20 Available Advice–Influences on Course Planning (by College Type Within Fields)
F.21 Useful Sources of Teaching Assistance (by College Type Within Fields)
F.22 Steps Faculty Consider in Course Planning (By College Type Within Fields)
F.23 "Course Planning Steps I Take First" (by College Type Within Fields)
F.24 Ways of Communicating Goals to Students (by College Type Within Fields)
F.25 Typical Method of Arranging Course Content (by College Type Within Fields)
F.27 Ways of Assisting and Monitoring Student Learning (by College Type Within Fields)
F.28 Useful Indicators of Student Learning (by College Type Within Fields)
F.29 Confidence in Indicators of Student Learning (by College Type Within Fields)

Note: Each table is subdivided into General Education (GE) and Professional (P) courses.

Table F.1(GE)

Characteristics of Introductory Classes (by College Type Within Fields)

	Responses by college type											
	Composition				Literature				History			
	A Comp (*n*=178)	B LA (*n*=82)	C 2 yr. (*n*=155)	Total (*N*=415)	D Comp (*n*=121)	E LA (*n*=43)	F 2 yr. (*n*=46)	Total (*N*=210)	G Comp (*n*=129)	H LA (*n*=55)	I 2 yr. (*n*=77)	Total (*N*=263)
Average class size	36.0	26.2	38.1	34.8	33.3	27.1	27.2	30.7	70.4	58.6	53.7	62.8
Average number of times course taught	20.3	14.6	22.8	20.2	12.6	13.3	16.4	13.6	22.6	19.0	18.9	20.7
	Percentage											
Type of course:												
Remedial	7.3	13.4	5.2	7.8	0.8	0.0	0.0	0.5	0.0	0.0	0.0	0.0
General education or core	91.5	86.5	94.8	91.4	92.6	83.7	95.6	91.3	99.3	96.3	97.4	98.0
For majors	1.1	0.0	0.0	0.5	6.7	16.3	4.3	8.2	0.8	3.6	2.7	1.9

381a 7/27/90

Table F.1(GE)—*Continued*

	Responses by college type											
	Sociology				Psychology				Biology			
	J Comp (*n*=60)	K LA (*n*=21)	L 2 yr. (*n*=60)	Total (*N*=141)	M Comp (*n*=75)	N LA (*n*=38)	O 2 yr. (*n*=67)	Total (*N*=180)	P Comp (*n*=105)	Q LA (*n*=45)	R 2 yr. (*n*=65)	Total (*N*=215)
Average class size	64.2	43.3	59.1	58.8	87.1	52.7	82.1	78.5	87.7	47.1	56.6	69.7
Average number of times course taught	23.3	28.8	27.2	25.7	23.0	21.2	25.8	23.9	14.0	12.2	22.3	16.1
	Percentage											
Type of course:												
Remedial	0.0	0.0	0.0	0.0	0.0	0.0	1.5	0.6	1.0	0.0	1.5	0.9
General education or core	90.0	85.0	98.4	94.2	92.3	92.2	89.3	91.6	75.1	75.6	84.6	78.1
For majors	10.0	5.0	1.7	5.7	6.7	7.9	9.1	7.9	24.1	24.4	13.9	21.0

382a 7/27/90

Table F.1(GE)—*Continued*

	Responses by college type											
	Mathematics				Fine Arts				Language			
	S Comp (*n*=126)	T LA (*n*=58)	U 2 yr. (*n*=120)	Total (*N*=304)	V Comp (*n*=109)	W LA (*n*=33)	X 2 yr. (*n*=63)	Total (*N*=205)	AA Comp (*n*=91)	BB LA (*n*=43)	CC 2 yr. (*n*=38)	Total (*N*=172)
Average class size	40.9	31.6	29.3	34.6	55.1	40.3	36.5	47.1	32.2	21.7	29.0	28.9
Average number of times course taught	11.4	13.4	11.8	12.0	16.5	11.0	18.7	16.2	14.2	8.8	15.4	13.2
	Percentage											
Type of course:												
Remedial	7.2	10.3	14.2	10.7	1.0	0.0	1.6	1.0	2.3	7.3	5.4	4.2
General education or core	67.7	74.1	68.1	69.0	94.2	97.0	90.5	93.6	93.0	82.9	83.8	88.5
For majors	25.0	15.5	17.6	20.3	4.8	3.0	7.9	5.5	4.6	9.7	10.5	7.3

383a 7/27/90

Table F.1(P)

Characteristics of Introductory Classes (by College Type Within Fields)

	Responses by college type											
	Ed. Psychology				Nursing				Business			
	DD Comp (*n*=29)	EE LA (*n*=15)	FF* 2 yr. (*n*=4)	Total (*N*=48)	GG Comp (*n*=26)	HH* LA (*n*=10)	II 2 yr. (*n*=32)	Total (*N*=68)	JJ Comp (*n*=30)	KK* LA (*n*=14)	LL 2 yr. (*n*=47)	Total (*N*=91)
Average class size	47.8	28.3		40.3	45.4		38.5	39.4	67.9		44.1	49.8
Average number of times course taught	16.9	18.1		16.1	8.6		5.4	6.7	12.0		14.0	12.1
	Percentage											
Type of course:												
Remedial	3.4	0.0		2.1	3.8		0.0	1.5	0.0		2.1	1.1
General education or core	37.9	20.0		35.5	19.2		12.5	14.9	62.0		42.6	48.9
For majors	58.6	80.0		62.5	76.9		87.5	83.6	37.9		55.4	50.0

* Eliminated from comparison due to small sample size.

BEST COPY AVAILABLE

384a 7/27/90

Table F.2(GE)

Characteristics of Faculty Respondents (by College Type Within Fields)

	Responses by college type											
	Composition				Literature				History			
Characteristic	A Comp (*n*=178)	B LA (*n*=82)	C 2 yr. (*n*=155)	Total (*N*=415)	D Comp (*n*=121)	E LA (*n*=43)	F 2 yr. (*n*=46)	Total (*N*=210)	G Comp (*n*=129)	H LA (*n*=55)	I 2 yr. (*n*=77)	Total (*N*=263)
Age	44.6	45.9	45.6	45.2	50.3	49.8	48.5	49.8	49.6	49.7	45.4	48.4
Years full-time college teaching	10.6	9.3	8.6	9.8	18.5	16.3	13.4	16.9	17.1	17.5	8.9	14.7
Years high school teaching	2.8	2.4	5.4	3.6	1.9	1.6	3.1	2.1	1.6	2.3	6.1	3.0
Years in present college	9.7	9.0	8.7	9.2	15.6	14.3	12.3	14.8	15.3	15.2	10.1	13.8
Number introductory courses taught per 12 months	5.5	4.8	8.8	6.6	4.8	3.9	8.0	5.3	4.2	4.5	5.7	4.7
					Percentage							
Male	50.6	39.0	44.4	46.0	66.7	53.5	53.3	61.1	77.5	78.2	70.9	75.7
Hold doctorate	38.8	48.8	15.6	32.1	71.1	74.4	26.1	61.9	84.5	87.3	24.1	66.9
No rank or below assistant professor	48.3	39.0	87.5	53.6	14.9	9.3	63.1	24.3	11.7	9.1	65.9	27.5
Full-time	66.3	64.6	61.3	64.1	86.8	95.2	87.0	88.5	86.8	85.5	57.0	77.6
Untenured or no tenure policy	61.7	68.3	57.1	61.3	27.5	35.7	43.4	32.7	32.0	41.8	64.5	43.9

Table F.2(GE)—*Continued*

	Responses by college type											
	Sociology				Psychology				Biology			
Characteristic	J Comp (*n*=60)	K LA (*n*=21)	L 2 yr. (*n*=60)	Total (*N*=141)	M Comp (*n*=75)	N LA (*n*=38)	O 2 yr. (*n*=67)	Total (*N*=180)	P Comp (*n*=105)	Q LA (*n*=45)	R 2 yr. (*n*=65)	Total (*N*=215)
Age	47.2	45.9	44.2	45.7	45.4	41.5	42.7	43.6	47.3	48.8	44.2	46.3
Years full-time college teaching	13.4	11.6	8.6	11.1	13.1	9.9	8.1	10.6	16.0	14.3	11.9	14.4
Years high school teaching	1.0	1.0	3.2	2.0	0.8	0.6	2.7	1.5	1.6	1.8	4.0	2.4
Years in present college	12.2	11.9	9.9	11.2	12.0	8.0	8.7	9.9	13.9	12.7	11.7	13.0
Number introductory courses taught per 12 months	3.8	3.5	7.4	5.3	3.3	3.7	7.2	4.8	3.0	2.6	5.2	3.6
					Percentage							
Male	65.0	61.9	58.3	61.7	66.7	65.8	66.7	66.5	74.0	80.0	69.2	72.8
Hold doctorate	70.0	61.9	25.0	49.6	85.3	76.3	30.3	63.1	77.1	77.8	23.1	60.9
No rank or below assistant professor	20.0	9.6	67.7	38.6	13.6	13.2	65.7	32.9	12.4	8.8	57.8	25.2
Full-time	83.3	76.2	56.7	70.9	86.7	86.8	65.7	78.9	93.3	95.6	78.5	89.3
Untenured or no tenure policy	36.6	42.8	54.2	45.0	38.7	60.5	64.2	52.8	32.4	42.3	48.2	38.6

Table (F.2-GE)—*Continued*

	Responses by college type											
	Mathematics				Fine Arts				Language			
Characteristic	S Comp (*n*=126)	T LA (*n*=58)	U 2 yr. (*n*=120)	Total (*N*=304)	V Comp (*n*=109)	W LA (*n*=33)	X 2 yr. (*n*=63)	Total (*N*=205)	AA Comp (*n*=91)	BB LA (*n*=43)	CC 2 yr. (*n*=38)	Total (*N*=172)
Age	46.5	45.7	44.2	45.4	47.3	45.1	44.3	46.0	47.5	46.8	45.7	46.9
Years full-time college teaching	12.7	12.6	8.9	11.2	15.5	14.2	8.8	13.2	13.2	10.7	8.6	11.6
Years high school teaching	3.4	4.4	5.2	4.3	2.6	1.8	5.9	3.4	2.2	3.6	6.7	3.6
Years in present college	11.8	10.1	8.7	10.2	13.0	12.9	10.0	12.1	10.7	10.0	10.6	10.5
Number introductory courses taught per 12 months	5.6	4.8	7.8	6.3	3.9	4.2	6.7	4.8	4.6	4.3	5.9	4.8
							Percentage					
Male	77.8	65.5	60.8	68.8	68.8	69.7	55.7	65.0	46.2	38.1	23.7	39.2
Hold doctorate	52.4	43.1	13.4	35.3	49.5	48.5	11.1	37.6	61.5	48.8	23.7	50.0
No rank or below assistant professor	37.3	27.6	76.7	51.0	16.5	9.1	62.0	29.2	35.2	25.6	68.4	40.1
Full-time	81.7	81.0	65.8	75.3	87.2	90.9	58.7	79.0	76.9	76.7	55.3	72.1
Untenured or no tenure policy	56.1	67.2	61.9	60.5	37.9	51.5	65.1	48.5	56.1	57.1	56.7	56.4

483 7/27/90

Table F.2(P)

Characteristics of Faculty Respondents (by College Type Within Fields)

	Responses by college type											
	Ed. Psychology				Nursing				Business			
Characteristic	DD Comp (*n*=29)	EE LA (*n*=15)	FF* 2 yr. (*n*=4)	Total (*N*=48)	GG Comp (*n*=26)	HH* LA (*n*=10)	II 2 yr. (*n*=32)	Total (*N*=68)	JJ Comp (*n*=30)	KK* LA (*n*=14)	LL 2 yr. (*n*=47)	Total (*N*=91)
Age	46.5	46.6		46.8	46.1		45.4	46.2	47.3		47.1	46.1
Years full-time college teaching	12.8	11.4		11.7	10.5		9.1	10.1	10.2		7.0	7.8
Years high school teaching	2.6	3.7		3.0	0		0.06	0	0.5		1.6	1.2
Years in present college	13.0	10.1		11.7	8.1		6.4	7.2	7.3		7.3	6.8
Number of introductory courses taught per 12 months	2.9	2.4		2.6	1.8		3.1	2.5	4.1		7.4	5.7
							Percentage					
Male	48.3	60.0		52.1	7.7		0.0	3.0	70.0		78.7	72.5
Hold doctorate	72.4	66.7		66.7	23.1		6.5	16.7	50.0		12.8	23.1
No rank or below assistant professor	10.3	20.0		16.7	30.7		62.6	43.3	33.3		68.0	52.8
Full-time	89.7	86.7		85.4	92.3		87.5	91.0	73.3		61.7	70.3
Untenured or no tenure policy	34.4	50.0		42.6	53.8		56.3	55.2	63.3		65.2	68.9

* Eliminated from comparison due to small sample size.

484 7/27/90

Table F.3(GE)

Perceived "Characteristics of My Academic Field" (by College Type Within Fields)

Characteristic	Composition: A Comp (*n*=178)	Composition: B LA (*n*=82)	Composition: C 2 yr. (*n*=155)	Composition: Total (*N*=415)	Literature: D Comp (*n*=121)	Literature: E LA (*n*=43)	Literature: F 2 yr. (*n*=46)	Literature: Total (*N*=210)	History: G Comp (*n*=129)	History: H LA (*n*=55)	History: I 2 yr. (*n*=77)	History: Total (*N*=263)
	Response percentage (Like my field)											
A mode of inquiry	70.7	64.2	58.6	65.0	74.3	83.0	71.1	75.4	81.0	81.4	75.1	79.3
An interrelated set of interests and values	63.0	70.9	51.4	60.2	79.2	83.3	72.7	78.6	72.8	77.7	79.3	75.8
Skills to be mastered	81.5	76.3	92.0	84.4	43.8	44.2	44.5	44.0	42.8	51.9	44.2	45.1
Skills to be applied	83.0	83.9	94.0	87.2	52.5	58.2	57.8	54.8	38.9	49.1	49.4	44.2
Phenomena to explain	21.2	17.5	18.6	19.5	33.1	40.5	25.5	37.2	69.6	72.7	63.7	68.4
Individuals who share common interests	37.0	47.5	20.5	33.0	59.6	60.4	77.3	63.6	72.0	68.5	71.5	71.1
Organized body of knowledge	43.2	37.1	64.5	49.9	40.3	54.8	66.6	49.0	76.0	87.3	79.5	79.5
Interrelated concepts and operations	62.4	59.5	78.7	67.9	53.8	54.7.	57.7	54.8	58.7	68.5	65.4	62.8

881 8/18/90

Table F.3(GE)—*Continued*

Characteristic	Sociology: J Comp (n=60)	Sociology: K LA (n=21)	Sociology: L 2 yr. (n=60)	Sociology: Total (n=141)	Psychology: M Comp (n=75)	Psychology: N LA (n=38)	Psychology: O 2 yr. (n=67)	Psychology: Total (n=180)	Biology: P Comp (n=105)	Biology: Q LA (n=45)	Biology: R 2 yr. (n=65)	Biology: Total (n=215)
	Response percentage (Like my field)											
A mode of inquiry	91.5	90.5	88.3	90.1	85.1	89.1	78.1	83.4	86.3	86.3	75.3	83.0
An interrelated set of interests and values	69.5	65.0	70.0	69.1	63.1	67.5	65.1	64.8	59.1	62.8	53.1	57.9
Skills to be mastered	53.3	57.2	41.7	48.9	37.9	45.9	36.9	39.2	53.0	54.5	43.7	50.5
Skills to be applied	47.5	66.7	55.0	53.6	54.1	54.0	53.8	53.9	51.5	65.9	53.1	55.1
Phenomena to explain	74.6	73.7	83.4	80.0	89.2	91.9	78.8	85.9	80.2	81.9	78.2	79.9
Individuals who share common interests	57.6	65.0	71.7	64.8	64.4	46.6	66.2	61.7	55.5	44.2	58.7	54.1
Organized body of knowledge	68.3	71.5	81.7	74.5	75.7	64.8	72.7	72.4	91.0	95.5	90.7	91.9
Interrelated concepts and operations	78.3	90.5	81.6	81.5	76.7	72.9	72.3	74.3	90.0	93.2	87.7	89.9

882 7/27/90

Table F.3(GE)—*Continued*

	Response percentage (Like my field)											
	Mathematics				Fine Arts				Language			
Characteristic	S Comp (n=126)	T LA (n=58)	U 2 yr. (n=120)	Total (n=304)	V Comp (n=109)	W LA (n=33)	X 2 yr. (n=63)	Total (n=205)	AA Comp (n=91)	BB LA (n=43)	CC 2 yr. (n=38)	Total (n=172)
A mode of inquiry	65.8	61.4	60.8	63.1	51.9	38.4	74.2	63.7	34.1	41.8	32.4	35.7
Interrelated set of interests and values	43.0	33.9	38.7	39.6	77.9	78.2	81.0	78.9	50.6	62.8	54.0	54.4
Skills to be mastered	79.3	72.4	87.4	81.2	62.3	53.2	46.0	55.7	92.2	90.8	97.4	93.0
Skills to be applied	49.4	79.0	83.2	80.8	65.1	56.2	66.9	63.0	94.4	95.3	97.4	95.4
Phenomena to explain	27.4	38.6	30.0	30.6	49.0	34.4	37.1	43.0	25.3	25.6	10.5	22.1
Individuals who share common interests	33.1	22.8	20.0	25.9	54.3	48.4	46.0	50.7	42.2	52.4	34.2	42.9
Organized body of knowledge	87.3	93.1	90.0	89.4	71.9	68.8	74.6	72.3	59.4	76.7	73.7	66.8
Interrelated concepts and operations	89.7	93.1	95.8	92.7	66.9	68.8	63.5	66.2	66.7	81.4	70.2	71.2

883 7/27/90

Table F.3(P)

Perceived "Characteristics of My Academic Field" (by College Type Within Fields)

	Response percentage (Like my field)											
	Ed. Psychology				Nursing				Business			
Characteristic	DD Comp (*n*=29)	EE LA (*n*=15)	FF* 2 yr. (*n*=4)	Total (*N*=48)	GG Comp (*n*=26)	HH* LA (*n*=10)	II 2 yr. (*n*=32)	Total (*N*=68)	JJ Comp (*n*=30)	KK* LA (*n*=14)	LL 2 yr. (*n*=47)	Total (*N*=91)
A mode of inquiry	68.9	33.4		58.4	60.0		61.3	63.1	56.6		58.7	52.2
Interrelated set of interests and values	72.4	71.4		74.5	88.0		80.5	82.8	76.7		80.5	74.5
Skills to be mastered	62.1	84.6		67.4	92.0		100.0	95.5	56.7		46.8	52.8
Skills to be applied	72.4	92.9		76.6	95.8		100.0	96.9	76.7		65.2	71.1
Phenomena to explain	58.6	69.3		65.2	44.0		46.9	48.4	36.6		32.6	34.5
Individuals who share common interests	41.4	42.8		42.6	36.0		13.3	28.1	37.9		34.7	33.0
Organized body of knowledge	75.9	71.4		74.5	80.0		93.7	89.4	65.5		74.5	67.8
Interrelated concepts and operations	93.1	92.8		91.5	70.8		96.9	87.7	76.7		74.7	74.8

* Eliminated from comparison due to small sample size.

884 9/18/90

Table F 4(GE)

Characteristics of Field as Portrayed in Introductory Course (by College Type Within Fields)

	Response percentage (Good portrayal)											
	Composition				Literature				History			
Characteristic	A Comp (*n*=178)	B LA (*n*=82)	C 2 yr. (*n*=155)	Total (*N*=415)	D Comp (*n*=121)	E LA (*n*=43)	F 2 yr. (*n*=46)	Total (*N*=210)	G Comp (*n*=129)	H LA (*n*=55)	I 2 yr. (*n*=77)	Total (*N*=263)
A mode of inquiry	77.8	70.4	62.4	70.6	73.6	73.8	80.0	75.0	70.7	74.0	76.7	73.1
An interrelated set of interests and values	69.6	67.2	56.0	64.1	81.7	88.4	88.6	84.5	76.0	77.7	78.2	77.1
Skills to be mastered	84.8	79.0	92.0	86.3	48.4	51.2	42.2	47.6	43.6	49.1	51.3	47.1
Skills to be applied	88.5	88.9	96.7	91.6	57.5	62.6	60.0	59.2	38.1	45.4	53.8	44.4
Phenomena to explain	22.7	13.8	16.0	18.9	36.4	33.3	51.2	38.8	34.5	67.3	64.0	64.9
Individuals who share common interests	37.2	40.0	29.3	34.8	58.8	69.7	84.1	66.5	64.8	64.8	71.8	66.9
Organized body of knowledge	40.2	33.0	63.5	47.5	41.1	53.5	71.2	50.2	75.2	80.0	81.9	78.2
Interrelated concepts and operations	66.1	66.3	80.7	71.6	58.0	57.2	57.8	57.8	59.2	64.8	71.5	64.0

Table F.4(GE)—*Continued*

	Response percentage (Good Portrayal)											
	Sociology				Psychology				Biology			
Characteristic	J Comp (n=60)	K LA (n=21)	L 2 yr. (n=60)	Total (n=141)	M Comp (n=75)	N LA (n=38)	O 2 yr. (n=67)	Total (n=180)	P Comp (n=105)	Q LA (n=45)	R 2 yr. (n=65)	Total (n=215)
A mode of inquiry	91.5	90.5	93.4	92.1	79.5	83.7	73.4	78.1	68.2	79.6	64.6	69.5
An interrelated set of interests and values	76.3	55.0	73.4	71.9	68.1	59.4	69.6	66.9	63.9	60.5	56.2	60.7
Skills to be mastered	50.0	42.8	45.0	46.8	39.7	32.4	30.3	34.7	42.1	36.4	42.2	40.9
Skills to be applied	62.7	52.3	50.0	55.7	47.9	37.8	57.6	49.5	42.6	43.2	50.0	45.0
Phenomena to explain	78.0	85.7	90.0	84.3	90.4	94.6	78.8	87.0	74.6	81.4	78.1	77.1
Individuals who share common interests	54.2	52.6	63.3	58.0	62.5	45.9	66.2	60.3	48.6	48.8	58.7	51.7
Organized body of knowledge	75.0	80.0	81.7	78.5	82.2	69.5	78.8	78.3	93.2	88.7	95.4	92.9
Interrelated concepts and operations	81.7	95.0	83.4	84.3	75.3	86.5	78.4	78.8	88.1	90.9	83.1	87.1

Table F.4(GE)—*Continued*

	Response percentage (Good portrayal)											
	Mathematics				Fine Arts				Language			
Characteristic	S Comp (n=126)	T LA (n=58)	U 2 yr. (n=120)	Total (n=304)	V Comp (n=109)	W LA (n=33)	X 2 yr. (n=63)	Total (n=205)	AA Comp (n=91)	BB LA (n=43)	CC 2 yr. (n=38)	Total (n=172)
A mode of inquiry	50.7	49.2	60.0	54.1	56.6	58.1	75.8	62.8	35.5	30.3	41.2	35.4
An interrelated set of interests and values	36.0	28.8	40.4	36.3	79.1	84.4	87.3	82.5	46.6	53.5	57.1	50.6
Skills to be mastered	87.3	87.9	92.5	89.7	44.3	40.6	50.8	45.8	93.3	100.0	100.0	96.5
Skills to be applied	84.9	80.7	88.3	85.5	46.3	46.9	64.6	52.0	97.8	100.0	100.0	98.8
Phenomena to explain	20.3	31.6	28.3	25.7	49.6	34.4	45.9	46.0	23.6	20.9	18.9	21.9
Individuals who share common interests	22.6	15.7	17.5	19.2	51.0	53.1	52.4	51.8	43.8	44.2	37.8	42.6
Organized body of knowledge	81.8	91.4	87.5	85.8	71.3	68.8	87.3	75.9	58.9	79.1	75.7	67.6
Interrelated concepts and operations	86.5	91.3	95.0	90.8	72.0	65.7	63.5	68.3	68.6	81.4	77.8	73.8

983 7/27/90

Table F.4(P)

Characteristics of Field as Portrayed in Introductory Courses (by College Type Within Fields)

	Response percentage (Good portrayal)											
	Ed. Psychology				Nursing				Business			
Characteristic	DD Comp (*n*=29)	EE LA (*n*=15)	FF* 2 yr. (*n*=4)	Total (*N*=48)	GG Comp (*n*=26)	HH* LA (*n*=10)	II 2 yr. (*n*=32)	Total (*N*=68)	JJ Comp (*n*=30)	KK* LA (*n*=14)	LL 2 yr. (*n*=47)	Total (*N*=91)
A mode of inquiry	72.4	64.2		70.2	61.2		61.3	63.7	56.7		67.4	62.2
An interrelated set of interests and values	82.7	71.4		80.9	88.5		86.2	84.4	73.4		78.3	75.5
Skills to be mastered	62.0	84.6		67.4	80.7		100.0	89.4	55.2		38.2	43.3
Skills to be applied	82.8	92.9		83.0	88.0		100.0	92.3	75.8		67.4	71.9
Phenomena to explain	68.9	76.9		73.9	38.5		43.8	44.7	37.9		36.9	41.6
Individuals who share common interests	55.2	57.2		55.3	42.3		13.3	35.4	44.8		37.0	40.9
Organized body of knowledge	82.8	71.5		78.7	88.5		96.9	92.6	70.0		74.5	67.1
Interrelated concepts and operations	89.7	85.8		85.1	84.6		96.9	91.1	80.0		74.5	78.1

* Eliminated from comparison due to small sample size.

984 7/27/90

Table F.5(GE))

Influence of Discipline on Course Planning (by College Type Within Fields)

	Response percentage (Influential)											
	Composition				Literature				History			
Influence	A Comp (*n*=178)	B LA (*n*=82)	C 2 yr. (*n*=155)	Total (*N*=415)	D Comp (*n*=121)	E LA (*n*=43)	F 2 yr. (*n*=46)	Total (*N*=210)	G Comp (*n*=129)	H LA (*n*=55)	I 2 yr. (*n*=77)	Total (*N*=263)
Important concepts and principles	80.4	68.8	82.4	78.9	83.5	88.4	84.8	84.8	85.2	94.6	88.6	88.2
Mode of inquiry	77.4	72.8	69.1	73.4	90.9	88.4	82.7	88.6	76.6	83.6	75.9	77.9
Acquire essential skills	93.3	93.9	97.4	94.9	76.1	78.6	78.3	77.0	49.3	54.6	67.1	55.6
Relate field to other fields	83.2	81.7	86.9	84.3	67.7	72.1	87.0	72.8	85.0	79.6	87.2	79.2
Link concepts to social problems	34.5	31.3	40.5	36.1	56.2	37.2	66.7	54.6	67.9	56.4	87.4	71.4
Contribute to personal development	88.8	79.3	88.2	86.7	89.3	76.7	95.7	88.1	74.6	63.6	79.7	73.9
Acquire specialized vocabulary	125.4	22.5	32.0	27.3	31.4	41.8	41.3	35.7	12.5	10.9	25.3	16.0
Examine diverse views	137.7	31.3	28.1	32.9	56.2	53.5	75.6	59.8	68.0	63.6	73.4	68.7

Table F.5(GE)—*Continued*

	Response percentage (Influential)											
	Sociology				Psychology				Biology			
Influence	J Comp (*n*=60)	K LA (*n*=21)	L 2 yr. (*n*=60)	Total (*N*=141)	M Comp (*n*=75)	N LA (*n*=38)	O 2 yr. (*n*=67)	Total (*N*=180)	P Comp (*n*=105)	Q LA (*n*=45)	R 2 yr. (*n*=65)	Total (*N*=215)
Important concepts and principles	91.5	90.4	86.7	89.3	94.6	97.4	92.6	94.4	99.1	100.0	95.4	98.1
Mode of inquiry	86.5	76.2	86.7	85.0	86.7	94.8	74.6	83.9	81.9	84.4	81.6	82.4
Acquire essential skills	42.4	52.4	52.5	48.2	34.6	44.7	46.3	41.1	55.2	42.2	43.0	48.9
Relate field to other fields	69.5	71.4	80.0	74.3	62.7	55.2	67.2	62.8	65.7	62.2	73.9	67.4
Link concepts to social problems	83.0	95.2	90.0	87.8	72.0	63.2	83.6	74.4	52.9	55.5	60.0	55.6
Contribute to personal development	84.7	85.7	91.6	87.8	85.4	76.3	85.1	83.4	50.0	57.8	60.0	54.7
Acquire specialized vocabulary	52.5	52.4	63.4	57.2	57.4	60.5	64.2	60.6	69.2	60.0	81.5	71.0
Examine diverse views	76.3	52.3	71.1	70.7	66.7	57.9	69.7	65.9	36.5	44.4	41.5	39.7

Table F.5(GE)—*Continued*

Influence	Response percentage (Influential)											
	Mathematics				Fine Arts				Language			
	S Comp (*n*=126)	T LA (*n*=58)	U 2 yr. (*n*=120)	Total (*N*=304)	V Comp (*n*=109)	W LA (*n*=33)	X 2 yr. (*n*=63)	Total (*N*=205)	AA Comp (*n*=91)	BB LA (*n*=43)	CC 2 yr. (*n*=38)	Total (*N*=172)
Important concepts and principles	92.8	98.2	97.4	95.6	84.4	81.2	87.3	84.8	66.0	74.4	79.0	70.9
Mode of inquiry	75.8	74.1	64.6	71.3	60.2	65.6	68.2	63.6	46.0	41.5	50.0	45.8
Acquire essential skills	94.4	96.6	95.7	95.3	33.9	31.3	44.5	36.8	96.7	97.7	100.0	97.7
Relate field to other fields	74.2	67.3	78.7	74.6	78.0	84.4	68.3	76.0	68.2	66.7	60.5	66.1
Link concepts to social problems	12.9	8.6	14.5	12.8	35.8	25.0	36.5	34.3	37.4	32.5	26.4	33.7
Contribute to personal development	48.4	36.2	51.3	47.1	74.3	87.6	88.8	80.9	81.4	65.2	65.7	63.9
Acquire specialized vocabulary	63.7	65.5	66.7	65.2	46.8	53.2	63.5	52.9	71.1	79.1	89.5	77.2
Examine diverse views	10.5	10.3	16.3	13.7	53.2	46.9	54.9	52.7	21.4	25.6	27.0	23.6

Table F.5(P)

Influence of Discipline on Course Planning (by College Type Within Fields)

Influence	Response percentage (Influential)											
	Ed. Psychology				Nursing				Business			
	DD Comp (*n*=29)	EE LA (*n*=15)	FF* 2 yr. (*n*=4)	Total (*N*=48)	GG Comp (*n*=26)	HH* LA (*n*=10)	II 2 yr. (*n*=32)	Total (*N*=68)	JJ Comp (*n*=30)	KK* LA (*n*=14)	LL 2 yr. (*n*=47)	Total (*N*=91)
Important concepts and principles	96.5	100.0		97.9	92.3		100.0	97.0	100.0		89.3	93.4
Mode of inquiry	62.1	66.7		64.6	84.7		80.6	73.1	73.3		63.8	67.1
Acquire essential skills	79.[illegible]	80.0		77.1	80.7		100.0	90.9	66.7		66.0	63.8
Relate field to other fields	68.[illegible]	66.6		68.7	57.7		34.4	43.9	73.3		83.0	80.3
Link concepts to social problems	62.0	66.7		66.7	57.7		65.6	62.1	56.7		63.8	63.8
Contribute to personal development	86.2	80.0		83.3	84.6		75.1	80.3	66.6		73.9	68.9
Acquire specialized vocabulary	48.3	40.0		47.9	88.4		100.0	93.9	63.3		78.3	68.9

* Eliminated from comparison due to small sample size.

Table F.6(GE)

Specific Influences on Selecting Course Content (by College Type Within Fields)

	Response percentage (Influential)											
	Composition				Literature				History			
Influence	A Comp (*n*=178)	B LA (*n*=82)	C 2 yr. (*n*=155)	Total (*N*=415)	D Comp (*n*=121)	E LA (*n*=43)	F 2 yr. (*n*=46)	Total (*N*=210)	G Comp (*n*=129)	H LA (*n*=55)	I 2 yr. (*n*=77)	Total (*N*=263)
Fundamental concept	71.4	68.3	78.4	73.4	79.0	86.0	80.4	80.8	85.3	94.6	93.5	89.7
Stimulates search for meaning	60.8	63.0	53.6	58.5	75.4	83.7	91.3	80.6	55.8	45.5	71.5	58.3
Assists in career search	30.4	16.0	32.7	28.4	12.6	2.3	21.7	12.5	6.2	7.2	15.6	9.2
Topic is easy	12.3	11.0	17.1	13.9	9.3	4.7	10.9	8.7	4.7	10.9	11.7	8.1
Helps integrate ideas	69.6	78.1	71.1	71.8	67.8	59.5	80.5	70.0	64.8	75.9	84.4	73.0
Topic is enjoyable	50.8	58.5	51.3	52.6	63.5	62.8	69.6	64.7	47.6	34.6	58.5	48.0
Topic encourages investigation	80.1	76.8	74.5	77.3	72.1	69.8	89.1	75.4	74.2	61.8	76.3	72.2
Topic interrelates fundamental principles	67.8	64.5	66.5	66.7	59.8	67.5	68.9	63.4	64.3	64.2	69.7	65.9
Topic useful in solving problems on job	59.1	57.6	70.6	63.2	27.5	14.3	28.3	25.0	24.2	25.9	35.5	27.9
Topic is important example of inquiry in field	55.5	58.2	53.5	55.3	70.1	67.5	69.5	69.4	77.2	72.7	76.7	76.1

Table F.6(GE)—*Continued*

	Response percentage (Influential)											
	Sociology				Psychology				Biology			
Influence	J Comp (*n*=60)	K LA (*n*=21)	L 2 yr. (*n*=60)	Total (*N*=141)	M Comp (*n*=75)	N LA (*n*=38)	O 2 yr. (*n*=67)	Total (*N*=180)	P Comp (*n*=105)	Q LA (*n*=45)	R 2 yr. (*n*=65)	Total (*N*=215)
Fundamental concept	95.0	100.0	93.4	95.0	100.0	100.0	92.8	97.2	94.3	97.8	96.9	95.8
Stimulates search for meaning	60.0	57.1	73.4	65.2	58.6	57.9	65.7	61.1	36.5	44.4	49.2	42.1
Assists in career search	23.4	23.8	33.4	27.6	26.6	28.9	40.3	32.2	14.4	31.1	26.2	21.5
Topic is easy	6.7	14.3	23.7	15.0	6.7	5.3	11.9	8.4	6.7	20.0	10.7	10.7
Helps integrate ideas	76.3	71.4	88.1	80.6	74.7	71.1	55.2	66.7	62.5	80.0	70.8	68.7
Topic is enjoyable	63.4	52.3	75.0	66.7	60.0	55.2	56.7	57.8	38.1	53.3	53.9	46.0
Topic encourages investigation	78.4	61.9	76.7	75.2	66.7	65.8	73.2	68.9	56.2	66.6	63.1	60.5
Topic interrelates fundamental principles	83.4	76.2	73.3	78.1	66.7	73.7	56.8	64.4	67.3	77.8	70.7	70.5
Topic useful in solving problems on job	43.3	38.1	65.0	51.8	57.3	44.8	68.2	58.7	38.5	48.9	52.3	44.9
Topic is important examples of inquiry in field	75.0	85.7	81.7	79.5	80.0	89.5	67.2	77.2	68.2	84.5	73.9	73.5

Table F.6(GE)—*Continued*

Influence	Response percentage (Influential)											
	Mathematics				Fine Arts				Language			
	S Comp (*n*=126)	T LA (*n*=58)	U 2 yr. (*n*=120)	Total (*N*=304)	V Comp (*n*=109)	W LA (*n*=33)	X 2 yr. (*n*=63)	Total (*N*=205)	AA Comp (*n*=91)	BB LA (*n*=43)	CC 2 yr. (*n*=38)	Total (*N*=172)
Fundamental concept	87.0	100.0	94.0	92.3	90.9	97.0	90.3	91.7	70.9	66.6	76.3	71.1
Stimulates search for meaning	6.6	12.3	14.4	10.8	90.9	50.0	61.3	50.7	31.3	35.69	28.9	31.8
Assists in career search	37.4	28.1	39.0	36.2	9.2	18.2	18.0	13.3	28.8	33.3	34.3	31.2
Topic is easy	8.9	12.3	11.8	10.7	16.6	9.1	21.3	16.7	21.5	28.2	36.8	26.9
Helps integrate ideas	54.1	70.2	65.2	61.6	61.4	72.7	75.4	67.5	58.8	57.9	65.8	60.2
Topic is enjoyable	21.1	43.8	24.6	26.8	56.8	69.7	73.8	64.1	64.2	64.1	71.0	65.8
Topic encourages investigation	45.5	47.3	41.8	44.4	71.6	72.7	80.4	74.4	51.8	50.0	57.9	52.8
Topic interrelate fundamental principles	72.4	71.9	76.3	73.8	63.3	69.7	75.4	67.9	51.3	63.1	55.3	55.2
Topic useful in solving problems on job	82.1	91.2	90.7	87.3	22.9	36.4	32.8	28.0	45.6	41.0	39.5	42.9
Topic is important example of inquiry in field	62.6	61.4	63.6	62.7	60.5	78.8	54.1	61.6	27.9	31.6	42.2	32.2

Table F.6(P)

Specific Influences on Selecting Course Content (by College Type Within Fields)

Influence	Response percentage (Influential)											
	Ed. Psychology				Nursing				Business			
	DD Comp (*n*=29)	EE LA (*n*=15)	FF* 2 yr. (*n*=4)	Total (*N*=48)	GG Comp (*n*=26)	HH* LA (*n*=10)	II 2 yr. (*n*=32)	Total (*N*=68)	JJ Comp (*n*=30)	KK* LA (*n*=14)	LL 2 yr. (*n*=47)	Total (*N*=91)
Fundamental concept	93.1	100.0		95.9	100.0		90.6	95.5	89.7		83.0	87.8
Stimulates search for meaning	34.5	33.3		37.5	26.9		28.1	31.3	24.1		38.3	34.4
Assists in career search	75.8	80.0		77.1	56.0		59.4	59.1	65.5		80.8	74.4
Topic is easy	6.9	0.0		6.3	7.7		25.0	18.0	24.1		25.5	22.3
Helps integrate ideas	93.1	80.0		89.6	73.1		65.6	70.2	82.7		72.3	76.6
Topic is enjoyable	39.3	60.0		51.1	34.6		34.4	34.3	41.3		56.5	53.9
Topic encourages investigation	72.4	53.4		68.8	69.2		62.6	67.2	68.9		70.2	68.9
Topic interrelates fundamental principles	75.8	73.3		73.0	73.1		65.7	67.2	62.0		63.8	64.4
Topic useful in solving problems on job	86.2	86.6		85.4	84.6		93.7	91.1	82.8		68.1	76.7
Topic is important example of inquiry in field	69.0	46.6		64.6	76.9		61.3	69.7	72.4		63.9	68.9

* Eliminated from comparison due to small sample size.

Table F.7(GE)

Influences of Background and Beliefs on Course Planning (by College Type Within Fields)

	Response percentage (Influential)											
	Composition				Literature				History			
Influence	A Comp (*n*=178)	B LA (*n*=82)	C 2 yr. (*n*=155)	Total (*N*=415)	D Comp (*n*=121)	E LA (*n*=43)	F 2 yr. (*n*=46)	Total (*N*=210)	G Comp (*n*=129)	H LA (*n*=55)	I 2 yr. (*n*=77)	Total (*N*=263)
My educational purpose	87.6	89.0	89.6	88.7	88.3	81.4	89.1	87.0	82.2	81.8	82.3	82.1
My religious beliefs	11.2	19.5	10.9	12.8	16.7	25.6	8.7	16.8	17.8	18.2	13.9	16.7
My beliefs about teaching	77.3	78.1	74.1	76.2	68.9	54.7	73.9	67.2	64.1	53.7	78.2	66.2
My political beliefs	4.6	7.3	3.9	4.8	5.9	7.0	8.9	6.7	11.7	10.9	16.4	12.9
Teaching experience	95.5	100.0	97.4	97.1	92.5	93.0	91.3	92.3	89.0	76.3	92.3	87.4
Formal education courses	26.4	20.9	26.5	25.4	23.3	11.6	33.3	23.1	16.7	16.4	34.2	22.8
Instructional workshops	39.5	40.2	36.8	38.6	21.7	20.9	28.9	23.1	12.5	14.5	26.6	17.2
Practitioner experience	85.8	86.3	90.9	87.8	83.5	80.9	84.4	83.2	79.8	87.3	81.9	82.0
Way I was taught	11.8	15.9	9.6	11.8	16.6	19.1	32.6	20.7	26.6	25.9	40.5	30.6
Scholarly preparation	57.9	64.2	60.6	60.1	71.7	69.8	86.9	74.6	76.8	81.8	81.0	79.0
Practitioner preparation	64.8	72.6	71.0	68.6	59.6	59.5	68.9	61.7	54.7	66.7	74.1	63.1

Table F.7(GE)—*Continued*

	Response percentage (Influential)											
	Sociology				Psychology				Biology			
Influence	J Comp (*n*=60)	K LA (*n*=21)	L 2 yr. (*n*=60)	Total (*N*=141)	M Comp (*n*=75)	N LA (*n*=38)	O 2 yr. (*n*=67)	Total (*N*=180)	P Comp (*n*=105)	Q LA (*n*=45)	R 2 yr. (*n*=65)	Total (*N*=215)
My educational purpose	93.2	85.0	56.7	89.2	90.7	84.2	91.0	89.4	71.4	73.3	80.0	74.5
My religious beliefs	16.7	35.0	11.7	17.2	13.3	10.5	10.5	11.7	15.2	17.8	13.9	15.3
My beliefs about teaching	68.3	70.0	81.4	74.1	71.6	67.5	77.6	73.0	52.3	66.6	55.4	56.3
My political beliefs	16.7	15.0	16.6	17.2	5.3	10.8	7.5	7.3	2.9	4.4	4.6	3.7
Teaching experience	95.0	85.0	88.4	90.7	89.3	92.1	94.0	91.7	77.8	95.6	93.9	86.5
Formal education courses	32.2	35.0	45.0	38.1	33.4	34.2	50.8	40.0	31.5	31.1	38.4	33.5
Instructional workshops	31.6	50.0	41.7	38.6	29.7	23.7	40.3	32.4	27.1	28.9	35.4	30.0
Practitioner experience	73.3	70.0	76.7	74.3	69.3	60.5	71.6	68.4	70.5	82.3	66.1	71.7
Way I was taught	8.3	15.0	25.0	16.4	9.3	21.1	22.4	16.7	16.2	13.3	29.2	19.5
Scholarly preparation	80.0	70.0	83.4	80.0	69.3	81.5	64.1	70.0	76.2	75.6	66.2	73.0
Practitioner preparation	66.7	65.0	65.0	65.7	50.0	47.4	68.6	56.4	58.1	62.2	55.4	58.1

Table F.7(GE)—*Continued*

Influence	Response percentage (Influential)											
	Mathematics				Fine Arts				Language			
	S Comp (*n*=126)	T LA (*n*=58)	U 2 yr. (*n*=120)	Total (*N*=304)	V Comp (*n*=109)	W LA (*n*=33)	X 2 yr. (*n*=63)	Total (*N*=205)	AA Comp (*n*=91)	BB LA (*n*=43)	CC 2 yr. (*n*=38)	Total (*N*=172)
My educational purpose	67.5	81.0	74.8	72.9	86.3	81.8	82.5	84.5	84.4	88.3	81.6	84.8
My religious beliefs	8.8	1.7	7.6	7.0	13.8	21.2	14.3	15.1	9.9	20.9	5.3	11.7
My beliefs about teaching	61.9	61.4	67.3	63.9	62.4	72.7	67.8	65.7	74.4	78.6	71.0	74.7
My political beliefs	0.8	0.0	1.7	1.0	1.8	3.0	1.6	2.0	2.2	7.0	5.3	4.1
Teaching experience	85.6	84.2	94.1	88.7	90.8	78.8	90.5	88.8	96.7	97.7	97.3	97.1
Formal education courses	32.0	27.6	31.1	30.8	31.5	21.2	57.4	37.7	34.1	44.2	34.3	36.6
Instructional workshops	24.8	26.3	32.8	28.3	19.4	21.2	41.3	26.5	54.5	48.9	42.1	50.3
Practitioner experience	68.0	61.4	70.6	67.8	88.6	81.8	80.6	85.0	68.7	95.4	86.8	90.0
Way I was taught	23.8	25.9	25.2	24.8	15.9	15.2	19.4	16.6	21.1	9.3	18.4	17.5
Scholarly preparation	70.6	60.3	63.9	66.0	73.2	84.9	79.0	76.8	56.1	65.1	68.4	61.0
Practitioner preparation	53.6	45.6	54.6	52.5	79.4	78.1	77.7	78.7	73.5	73.9	83.7	75.9

Table F.7(P)

Influence of Background and Beliefs on Course Planning (by College Type Within Fields)

Influence	Response percentage (Influential)											
	Ed. Psychology				Nursing				Business			
	DD Comp (*n*=29)	EE LA (*n*=15)	FF* 2 yr. (*n*=4)	Total (*N*=48)	GG Comp (*n*=26)	HH* LA (*n*=10)	II 2 yr. (*n*=32)	Total (*N*=68)	JJ Comp (*n*=30)	KK* LA (*n*=14)	LL 2 yr. (*n*=47)	Total (*N*=91)
My educational purpose	96.6	93.3		95.8	92.3		71.0	81.8	76.7		76.6	77.0
My religious beliefs	13.8	20.0		16.7	3.8		9.7	10.6	13.3		8.5	14.3
My beliefs about teaching	82.8	86.7		85.5	88.5		64.5	75.7	66.7		74.4	69.2
My political beliefs	6.8	6.7		6.3	3.8		3.2	3.0	3.3		6.4	7.7
Teaching experience	89.7	80.0		87.5	92.3		74.2	84.8	83.4		78.7	83.6
Formal education courses	68.9	53.3		64.6	69.3		67.8	68.2	60.0		68.1	61.6
Instructional workshops	41.3	40.0		43.8	84.6		54.8	68.2	43.3		55.3	47.3
Practitioner experience	96.5	100.0		93.8	100.0		96.8	97.0	83.3		91.5	86.8
Way I was taught	6.8	0.0		6.3	15.4		9.7	12.1	20.0		13.0	14.5
Scholarly preparation	79.3	60.0		70.8	80.8		74.2	77.2	60.0		55.3	59.4
Practitioner preparation	89.7	66.6		79.2	92.3		90.3	90.9	80.0		80.9	79.2

* Eliminated from comparison due to small sample size.

Table F.8(GE)

Beliefs About Education (by College Type Within Fields)

Purpose of Education	Composition A Comp (*n*=178)	 B LA (*n*=82)	 C 2 yr. (*n*=155)	 Total (*N*=415)	Literature D Comp (*n*=121)	 E LA (*n*=43)	 F 2 yr. (*n*=46)	 Total (*N*=210)	History G Comp (*n*=129)	 H LA (*n*=55)	 I 2 yr. (*n*=77)	 Total (*N*=263)
	Response percentage (Like my belief)											
Social change	54.8	53.1	52.2	53.8	49.6	40.5	65.2	51.2	60.8	41.8	76.7	61.4
Effective thinking	74.4	95.1	93.5	94.2	84.1	83.7	100.0	87.5	95.4	96.4	89.6	93.6
Systematic instruction	51.5	52.5	61.9	55.6	42.5	34.8	58.5	43.5	41.1	56.4	59.8	50.0
Vocational development	32.4	15.9	36.8	30.8	10.0	9.3	23.9	12.9	8.8	10.9	36.4	17.3
Determined by mission and resource constraints	15.5	6.1	15.5	13.7	11.0	9.5	17.4	12.1	7.8	12.7	16.9	11.6
Personal enrichment	52.8	43.8	47.1	50.9	46.7	41.9	58.7	48.3	23.0	24.1	31.2	25.7
Learn great ideas of humanity	35.8	30.2	29.7	34.4	69.2	60.5	93.5	72.7	64.9	61.8	74.1	66.9
Clarify values and achieve commitment	67.1	68.3	60.7	64.9	79.3	67.4	87.0	78.5	66.4	65.4	71.5	67.6

1081 7/27/90

Table F.8(GE) —*Continued*

Purpose of Education	Sociology J Comp (n=60)	 K LA (n=21)	 L 2 yr. (n=60)	 Total (n=141)	Psychology M Comp (n=75)	 N LA (n=38)	 O 2 yr. (n=67)	 Total (n=180)	Biology P Comp (n=105)	 Q LA (n=45)	 R 2 yr. (n=65)	 Total (n=215)
	Response percentage (Like my belief)											
Social change	45.0	85.7	79.6	78.5	68.0	70.3	82.1	73.8	43.1	46.7	48.4	45.5
Effective thinking	93.3	85.7	96.6	93.6	82.7	86.8	83.6	83.9	90.2	95.6	90.5	91.4
Systematic instruction	49.2	42.8	59.4	52.5	60.0	39.4	55.2	53.9	49.0	46.7	55.4	50.5
Vocational development	13.3	20.0	25.5	19.4	22.7	23.7	23.9	23.3	18.6	24.5	29.1	23.0
Determined by mission and resource constraints	10.0	14.3	10.2	10.7	10.9	2.6	18.4	11.3	12.8	15.5	12.5	13.2
Personal enrichment	45.8	19.0	49.2	43.2	41.3	31.5	53.7	43.9	12.8	28.9	15.6	17.1
Learn great ideas of humanity	55.0	71.4	52.5	56.4	50.6	55.2	62.7	56.1	51.2	46.7	50.0	50.2
Clarify values and achieve commitment	60.0	61.9	58.7	59.7	58.7	42.1	64.2	57.2	46.0	66.6	47.6	50.9

Table F.8(GE)—*Continued*

Purpose of Education	Response percentage (Like my belief)											
	Mathematics				Fine Arts				Language			
	S Comp (n=126)	T LA (n=58)	U 2 yr. (n=120)	Total (n=304)	V Comp (n=109)	W LA (n=33)	X 2 yr. (n=63)	Total (n=205)	AA Comp (n=91)	BB LA (n=43)	CC 2 yr. (n=38)	Total (n=172)
Social change	20.8	14.0	28.6	22.6	46.8	27.3	66.7	49.5	56.7	58.2	56.7	57.0
Effective thinking	92.8	96.6	92.5	93.4	81.3	90.9	87.1	84.6	81.1	83.7	86.4	82.9
Systematic instruction	59.5	56.9	67.2	62.1	51.8	51.5	59.0	54.0	70.0	79.1	86.5	75.9
Vocational development	44.5	39.7	55.8	48.0	21.3	21.2	21.3	21.2	24.5	34.9	32.4	27.8
Determined by mission and resource constraints	11.3	10.3	12.6	11.6	7.4	12.2	11.7	9.5	23.6	14.0	24.3	21.3
Personal enrichment	10.3	10.6	12.6	11.3	50.0	45.3	56.7	51.3	28.9	30.3	37.8	31.2
Learn great ideas of humanity	37.3	44.6	40.3	39.8	66.7	78.8	65.6	68.3	26.1	28.6	33.3	28.3
Clarify values and achieve commitment	31.2	43.8	33.4	34.5	65.8	81.9	65.6	68.3	52.8	60.5	54.0	55.0

1083 7/27/90

Table F.8(P)

Beliefs About Education (by College Type Within Fields)

Purpose of Education	Response percentage (Like my belief)											
	Ed. Psychology				Nursing				Business			
	DD Comp (*n*=29)	EE LA (*n*=15)	FF* 2 yr. (*n*=4)	Total (*N*=48)	GG Comp (*n*=26)	HH* LA (*n*=10)	II 2 yr. (*n*=32)	Total (*N*=68)	JJ Comp (*n*=30)	KK* LA (*n*=14)	LL 2 yr. (*n*=47)	Total (*N*=91)
Social change	69.0	92.8		76.6	72.0		65.6	69.6	66.6		68.0	69.3
Effective thinking	89.7	78.6		87.2	92.0		93.8	92.4	90.0		78.7	84.6
Systematic instruction	69.0	85.7		74.5	80.8		84.4	82.1	63.3		55.3	58.3
Vocational development	44.8	57.2		48.9	61.5		81.3	68.7	70.0		82.9	70.4
Determined by mission and resource constraints	10.3	14.3		36.1	7.6		18.4	13.7	13.3		21.3	18.7
Personal enrichment	34.5	21.4		36.1	34.6		43.8	41.8	33.4		38.3	34.1
Learn great ideas of humanity	44.8	35.7		42.5	42.3		43.8	44.8	40.0		34.6	42.9
Clarify values and achieve commitment	69.0	57.2		66.0	88.5		75.0	80.6	50.0		58.7	57.8

* Eliminated from comparison due to small sample size.

1084 7/27/90

Table F.9(GE)

Preferred Educational Belief (by College Type Within Fields)

	Response percentage (First choice)											
	Composition				Literature				History			
Preferred Belief	A Comp (*n*=178)	B LA (*n*=82)	C 2 yr. (*n*=155)	Total (*N*=415)	D Comp (*n*=121)	E LA (*n*=43)	F 2 yr. (*n*=46)	Total (*N*=210)	G Comp (*n*=129)	H LA (*n*=55)	I 2 yr. (*n*=77)	Total (*N*=263)
Social change	12.1	7.8	4.9	8.5	14.0	8.3	12.8	12.6	15.8	7.8	23.7	16.1
Effective thinking	63.7	70.1	66.9	66.2	46.7	55.6	46.2	48.4	63.2	72.5	49.2	61.6
Systematic instruction	4.5	3.9	9.2	6.1	1.9	0.0	2.6	1.6	1.8	0.0	1.7	1.3
Vocational development	1.3	0.0	6.3	2.9	0.0	0.0	0.0	0.0	0.9	0.0	5.1	1.8
Determined by mission and resource constraints	0.6	0.0	0.7	0.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Personal enrichment	5.7	1.3	1.4	3.2	1.9	0.0	10.3	3.3	0.9	2.0	3.4	1.8
Learn great ideas of humanity	3.8	3.9	0.7	2.7	11.2	13.9	15.4	12.6	12.3	3.9	8.5	9.4
Clarify values and achieve commitment	8.3	13.0	9.9	9.8	24.3	22.2	12.8	21.4	5.3	13.7	8.5	8.0

1181 7/27/90

Table F.9(GE)—*Continued*

	Response percentage (First choice)											
	Sociology				Psychology				Biology			
Preferred Belief	J Comp (*n*=60)	K LA (*n*=21)	L 2 yr. (*n*=60)	Total (*N*=141)	M Comp (*n*=75)	N LA (*n*=38)	O 2 yr. (*n*=67)	Total (*N*=180)	P Comp (*n*=105)	Q LA (*n*=45)	R 2 yr. (*n*=65)	Total (*N*=215)
Social change	20.8	43.8	37.7	31.1	15.9	16.7	37.1	24.0	15.1	9.5	20.7	15.5
Effective thinking	56.6	31.3	45.3	48.4	52.2	61.1	37.1	48.5	68.8	71.4	67.2	68.9
Systematic instruction	0.0	6.3	0.0	0.8	7.2	2.8	4.8	5.4	4.3	2.4	6.9	4.7
Vocational development	1.9	0.0	1.9	1.6	0.0	0.0	1.6	0.6	0.0	0.0	1.7	0.5
Determined by mission and resource constraints	0.0	0.0	0.0	0.0	2.9	0.0	0.0	1.2	0.0	0.0	0.0	0.0
Personal enrichment	1.9	0.0	0.0	0.8	8.7	8.3	14.5	10.8	0.0	0.0	0.0	0.0
Learn great ideas of humanity	7.5	6.3	5.7	6.6	7.2	5.6	1.6	4.8	6.5	4.8	1.7	4.7
Clarify values and achieve commitment	11.3	12.5	9.4	10.7	5.8	5.6	3.2	4.8	5.4	11.9	1.7	5.7

1182 7/27/90

Table F.9(GE)—*Continued*

Preferred Belief	Mathematics				Fine Arts				Language			
	S Comp (*n*=126)	T LA (*n*=58)	U 2 yr. (*n*=120)	Total (*N*=304)	V Comp (*n*=109)	W LA (*n*=33)	X 2 yr. (*n*=63)	Total (*N*=205)	AA Comp (*n*=91)	BB LA (*n*=43)	CC 2 yr. (*n*=38)	Total (*N*=172)
Social change	4.9	5.7	4.5	4.9	7.2	3.1	12.5	8.1	12.9	37.5	22.9	21.3
Effective thinking	74.8	81.1	69.6	74.0	45.4	56.3	55.4	50.3	40.0	25.0	37.1	35.6
Systematic instruction	6.5	7.5	12.5	9.0	8.2	9.4	7.1	8.1	24.7	15.0	22.9	21.9
Vocational development	4.1	1.9	7.1	4.9	3.1	0.0	3.6	2.7	1.2	7.5	0.0	2.5
Determined by mission and resource constraints	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	4.7	0.0	2.9	3.1
Personal enrichment	0.0	0.0	0.0	0.0	10.3	3.1	1.8	6.5	4.7	2.5	2.9	3.8
Learn great ideas of humanity	5.7	3.8	2.7	4.2	14.4	6.3	14.3	13.0	1.2	0.0	0.0	0.6
Clarify values an achieve commitment	4.1	0.0	3.6	3.1	11.3	21.9	5.4	11.4	10.6	12.5	11.4	11.3

Table F.9(P)

Preferred Educational Belief (by College Type Within Fields)

Preferred Belief	Ed. Psychology				Nursing				Business			
	DD Comp (*n*=29)	EE LA (*n*=15)	FF* 2 yr. (*n*=4)	Total (*N*=48)	GG Comp (*n*=26)	HH* LA (*n*=10)	II 2 yr. (*n*=32)	Total (*N*=68)	JJ Comp (*n*=30)	KK* LA (*n*=14)	LL 2 yr. (*n*=47)	Total (*N*=91)
Social change	26.9	15.4		25.6	4.3		3.6	5.1	11.5		20.5	19.3
Effective thinking	46.2	46.2		41.9	52.2		57.1	55.9	57.7		40.9	48.2
Systematic instruction	7.7	30.8		14.0	13.0		21.4	16.9	0.0		9.1	4.8
Vocational development	0.0	0.0		2.3	13.0		10.7	10.2	15.4		15.9	14.5
Determined by mission and resource constraints	0.0	0.0		0.0	0.0		0.0	0.0	0.0		0.0	0.0
Personal enrichment	3.8	0.0		2.3	0.0		3.6	3.4	0.0		2.3	2.4
Learn great ideas of humanity	0.0	7.7		4.7	4.3		0.0	1.7	0.0		0.0	0.0
Clarify values and achieve commitment	15.4	0.0		9.3	13.0		3.6	6.8	15.4		11.4	10.8

* Eliminated from comparison due to small sample size

Table F.10(GE)

Characteristics of Introductory Courses (by College Type Within Fields)

	Response percentage											
	Composition				Literature				History			
	A Comp (*n*=178)	B LA (*n*=82)	C 2 yr. (*n*=155)	Total (*N*=415)	D Comp (*n*=121)	E LA (*n*=43)	F 2 yr. (*n*=46)	Total (*N*=210)	G Comp (*n*=129)	H LA (*n*=55)	I 2 yr. (*n*=77)	Total (*N*=263)
Unit offering course Single-field department	83.2	74.4	66.5	70.4	86.8	83.7	56.5	79.5	79.1	60.0	39.3	63.1

3B1c 7/27/90

Table F.10(GE)—*Continued*

	Response percentage											
	Sociology				Psychology				Biology			
	J Comp (*n*=60)	K LA (*n*=21)	L 2 yr. (*n*=60)	Total (*N*=141)	M Comp (*n*=75)	N LA (*n*=38)	O 2 yr. (*n*=67)	Total (*N*=180)	P Comp (*n*=105)	Q LA (*n*=45)	R 2 yr. (*n*=65)	Total (*N*=215)
Unit offering course Single-field department	70.0	52.4	28.3	49.6	82.7	84.2	41.8	67.8	88.6	68.9	61.6	

3B2c 7/27/90

Table F.10(GE)—*Continued*

	Response percentage											
	Mathematics				Fine Arts				Language			
	S Comp (*n*=126)	T LA (*n*=58)	U 2 yr. (*n*=120)	Total (*N*=304)	V Comp (*n*=109)	W LA (*n*=33)	X 2 yr. (*n*=63)	Total (*N*=205)	AA Comp (*n*=91)	BB LA (*n*=43)	CC 2 yr. (*n*=38)	Total (*N*=172)
Unit offering course Single-field department	91.3	75.9	65.0	77.9	86.3	63.6	53.9	72.6	90.1	60.5	55.3	75.0

Table F.10(P)

Characteristics of Introductory Courses (by College Type Within Fields)

	Response percentage											
	Ed. Psychology				Nursing				Business			
	DD Comp (*n*=29)	EE LA (*n*=15)	FF* 2 yr. (*n*=4)	Total (*N*=48)	GG Comp (*n*=26)	HH* LA (*n*=10)	II 2 yr. (*n*=32)	Total (*N*=68)	JJ Comp (*n*=30)	KK* LA (*n*=14)	LL 2 yr. (*n*=47)	Total (*N*=91)
Unit offering course Single-field department	72.4	93.4		75.0	80.8		90.6	88.1	46.7		59.6	58.2

* Eliminated from comparison due to small sample size.

Table F.11(GE)

Perceived Characteristics of Sponsoring Programs (by College Type Within Fields)

	Response percentage (True of my program)											
	Composition				Literature				History			
Characteristic	A Comp (*n*=178)	B LA (*n*=82)	C 2 yr. (*n*=155)	Total (*N*=415)	D Comp (*n*=121)	E LA (*n*=43)	F 2 yr. (*n*=46)	Total (*N*=210)	G Comp (*n*=129)	H LA (*n*=55)	I 2 yr. (*n*=77)	Total (*N*=263)
Teaching a major goal	88.1	93.9	92.1	90.7	85.7	92.8	93.0	88.7	85.8	98.3	94.8	90.7
Research a major goal	16.6	17.0	12.0	[illegible]	[illegible]	16.3	7.0	24.9	44.9	16.3	6.4	27.3
Students should learn concepts	79.9	86.5	[illegible]	[illegible]	[illegible]	88.4	88.6	88.4	82.7	89.1	50.0	85.7
Students should apply concepts	88.6	87.8	[illegible]	90.2	[illegible]	90.7	86.3	83.5	38.8	62.7	48.0	72.3
Courses tightly coordinated	47.4	35.3	[illegible]	[illegible]	[illegible]	67.5	41.9	49.3	30.5	81.8	48.7	42.5
Students programs largely prescribed	54.6	53.1	66.4	[illegible]	51.3	58.1	53.5	53.2	35.1	48.1	49.4	42.1
Mission is distinctive	54.1	64.2	65.5	60.4	61.3	68.2	65.2	63.6	35.9	61.1	57.7	52.7
Mission is understood by faculty	60.7	78.0	78.0	70.7	68.3	83.4	79.5	73.7	61.9	71.7	73.1	67.3
Courses are interrelated	53.4	63.4	54.4	59.4	47.1	62.8	21.4	50.5	37.0	66.0	48.1	46.3

Table F.11(GE)—*Continued*

	Response percentage (True of my program)											
	Sociology				Psychology				Biology			
Characteristic	J Comp (*n*=60)	K LA (*n*=21)	L 2 yr. (*n*=60)	Total (*N*=141)	M Comp (*n*=75)	N LA (*n*=38)	O 2 yr. (*n*=67)	Total (*N*=180)	P Comp (*n*=105)	Q LA (*n*=45)	R 2 yr. (*n*=65)	Total (*N*=205)
Teaching a major goal	91.4	100.0	93.3	93.5	94.6	97.4	97.0	96.1	78.9	100.0	93.9	87.9
Research a major goal	22.4	9.5	10.2	15.2	26.7	29.0	4.5	18.9	35.5	17.7	3.0	21.9
Students should learn concepts	93.1	85.7	83.4	87.8	94.7	89.5	88.0	91.1	89.5	95.4	95.4	92.5
Students should apply concepts	79.0	85.7	71.7	76.8	81.4	73.7	76.1	77.8	74.2	91.1	77.0	78.6
Courses tightly coordinated	33.3	40.0	40.6	37.5	26.0	34.2	44.7	38.9	42.6	53.3	60.0	50.2
Students programs largely prescribed	35.7	35.0	50.8	42.2	45.3	31.6	47.8	43.4	50.5	64.5	56.3	55.2
Mission is distinctive	53.7	45.0	48.3	50.0	50.0	40.5	54.7	49.7	46.5	71.1	54.7	54.3
Mission is understood by faculty	74.7	55.0	72.5	70.4	64.0	67.5	64.2	64.9	58.7	88.9	68.8	68.0
Courses are interrelated	61.4	61.9	48.3	55.9	54.7	57.9	53.7	55.0	50.9	68.9	54.7	55.9

Table F.11(GE)—*Continued*

Characteristic	Response percentage (True of my program)											
	Mathematics				Fine Arts				Language			
	S Comp (*n*=126)	T LA (*n*=58)	U 2 yr. (*n*=120)	Total (*N*=304)	V Comp (*n*=109)	W LA (*n*=33)	X 2 yr. (*n*=63)	Total (*N*=205)	AA Comp (*n*=91)	BB LA (*n*=43)	CC 2 yr. (*n*=38)	Total (*N*=172)
Teaching a major goal	82.5	96.5	94.2	89.8	91.7	93.9	93.4	92.7	91.1	95.3	94.4	92.9
Research a major goal	33.4	1.7	5.8	16.4	24.1	6.1	16.4	18.6	30.4	13.9	10.8	21.9
Students should learn concepts	85.7	94.9	92.6	90.1	86.7	97.0	88.5	88.9	83.9	76.8	81.0	81.4
Students should apply concepts	82.5	89.7	89.9	86.8	76.6	90.9	83.6	81.1	86.2	93.1	85.2	88.6
Courses tightly coordinated	76.0	73.7	77.3	76.1	55.7	78.8	66.6	62.8	66.0	69.1	70.2	67.6
Students programs largely prescribed	64.0	67.9	62.8	64.3	61.5	78.8	58.3	63.5	59.1	66.7	66.7	62.6
Mission is distinctive	57.3	61.4	70.9	63.4	63.7	84.8	82.8	73.1	68.8	72.5	72.2	70.4
Mission is understood by faculty	68.3	83.9	78.4	75.2	67.0	93.9	79.6	75.3	73.0	85.7	72.9	76.2
Courses are interrelated	66.4	67.3	75.8	70.3	53.4	78.7	60.7	59.8	70.0	69.8	67.5	69.4

683 7/27/90

Table F.11(P)

Perceived Characteristics of Sponsoring Programs (by College Type Within Fields)

Characteristic	Response percentage (True of my program)											
	Ed. Psychology				Nursing				Business			
	DD Comp (*n*=29)	EE LA (*n*=15)	FF* 2 yr. (*n*=4)	Total (*N*=48)	GG Comp (*n*=26)	HH* LA (*n*=10)	II 2 yr. (*n*=32)	Total (*N*=68)	JJ Comp (*n*=30)	KK* LA (*n*=14)	LL 2 yr. (*n*=47)	Total (*N*=91)
Teaching a major goal	100.0	100.0		97.9	100.0		96.8	98.5	100.0		93.6	95.5
Research a major goal	18.5	0.0		13.0	12.0		0.0	6.0	13.7		10.7	10.0
Students should learn concepts	92.6	100.0		93.5	100.0		96.9	97.0	89.7		83.0	86.7
Students should apply concepts	96.4	100.0		95.7	96.0		96.9	95.4	86.2		84.8	87.6
Courses tightly coordinated	62.9	80.0		65.2	100.0		93.8	97.0	55.2		57.5	56.6
Students programs largely prescribed	92.6	93.3		89.1	100.0		93.6	96.9	65.5		63.1	65.1
Mission is distinctive	89.3	86.6		87.2	100.0		96.9	98.5	68.9		69.6	67.4
Mission is understood by faculty	89.3	93.3		89.3	96.0		96.9	96.9	79.3		72.4	75.5
Courses are interrelated	78.6	93.3		80.8	100.0		93.8	97.0	75.8		80.9	80.0

* Eliminated from comparison due to small sample size.

Table F.12(GE)

Perceived Characteristics of College (by College Type Within Fields)

	Response percentage (True of my college)											
	Composition				Literature				History			
Characteristic	A Comp (*n*=178)	B LA (*n*=82)	C 2 yr. (*n*=155)	Total (*N*=415)	D Comp (*n*=121)	E LA (*n*=43)	F 2 yr. (*n*=46)	Total (*N*=210)	G Comp (*n*=129)	H LA (*n*=55)	I 2 yr. (*n*=77)	Total (*N*=263)
Teaching a major goal	80.7	93.9	84.3	84.7	73.5	93.1	70.1	77.0	79.8	94.6	89.9	85.9
Research a major goal	21.7	15.8	7.4	15.3	36.4	14.0	4.5	25.0	40.6	10.9	3.8	23.3
Students should learn concepts	71.0	80.0	75.8	74.5	76.7	79.0	64.5	74.6	67.4	81.8	70.6	71.4
Students should apply concepts	70.7	79.0	78.4	75.2	71.5	72.1	68.9	71.0	56.6	70.9	77.7	60.0
Courses tightly coordinated	25.1	30.4	45.1	33.8	31.7	46.5	22.7	32.9	18.1	38.2	26.9	25.0
Students' programs largely prescribed	40.3	53.1	60.2	50.4	47.9	51.1	53.5	49.8	37.8	45.4	47.4	42.3
Mission is distinctive	45.3	59.5	61.1	54.0	60.5	63.4	45.5	57.8	40.8	55.6	48.7	46.3
Mission is understood by faculty	43.0	64.2	64.5	55.3	56.7	71.4	63.6	61.2	42.0	61.5	60.2	51.5
Courses are interrelated	30.0	33.3	34.0	28.4	22.5	34.9	29.5	26.6	12.7	35.8	32.1	23.3
Programs are interrelated	19.8	27.2	30.7	25.4	19.8	32.6	47.8	22.8	9.0	22.7	34.6	19.7

Table F.12(GE)—*Continued*

	Response Percentage (True of my college)											
	Sociology				Psychology				Biology			
Characteristic	J Comp (*n*=60)	K LA (*n*=21)	L 2 yr. (*n*=60)	Total (*N*=141)	M Comp (*n*=75)	N LA (*n*=38)	O 2 yr. (*n*=67)	Total (*N*=180)	P Comp (*n*=105)	Q LA (*n*=45)	R 2 yr. (*n*=65)	Total (*N*=215)
Teaching a major goal	79.3	100.0	90.0	87.0	90.5	92.1	86.6	89.3	78.4	91.1	84.4	83.0
Research a major goal	22.4	9.5	6.7	13.6	18.9	13.1	1.5	11.1	28.4	13.3	4.7	18.1
Students should learn concepts	76.8	76.2	75.9	76.3	81.1	81.5	71.6	77.7	79.6	82.2	76.2	79.1
Students should apply concepts	49.0	52.3	62.7	55.6	64.8	68.4	67.2	66.5	56.9	71.1	66.1	62.7
Courses tightly coordinated	17.2	25.0	33.9	25.5	16.1	18.4	22.8	23.2	24.0	37.8	34.9	30.3
Students' programs largely prescribed	32.1	60.0	55.1	46.3	36.5	28.9	54.6	41.6	30.4	55.6	59.4	44.6
Mission is distinctive	40.8	60.0	45.7	45.9	46.5	54.0	50.8	49.7	38.0	66.7	51.6	48.4
Mission is understood by faculty	43.1	40.0	62.7	51.1	43.3	56.7	52.3	49.5	44.1	73.4	52.4	52.9
Courses are interrelated	20.6	23.8	27.5	24.1	20.5	21.1	25.4	22.5	16.6	26.7	26.8	21.8
Programs are interrelated	19.0	14.3	25.8	21.2	16.3	21.0	27.2	21.4	11.8	33.4	21.9	19.4

Table F.12(GE)—*Continued*

Characteristic	Mathematics S Comp (*n*=126)	T LA (*n*=58)	U 2 yr. (*n*=120)	Total (*N*=304)	Fine Arts V Comp (*n*=109)	W LA (*n*=33)	X 2 yr. (*n*=63)	Total (*N*=205)	Language AA Comp (*n*=91)	BB LA (*n*=43)	CC 2 yr. (*n*=38)	Total (*N*=172)
Teaching a major goal	75.4	91.3	89.9	84.2	85.1	90.9	82.5	85.2	75.5	95.4	88.9	83.4
Research a major goal	32.8	13.8	10.2	20.1	40.2	6.1	9.5	19.9	39.3	23.2	15.8	30.0
Students should learn concepts	62.1	81.1	77.6	71.8	74.5	87.8	82.2	79.1	70.0	88.1	71.0	74.7
Students should apply concepts	64.6	77.6	79.5	72.9	51.4	78.1	80.6	64.6	64.5	85.7	71.0	71.2
Courses tightly coordinated	37.9	40.4	49.6	43.0	26.0	42.0	40.9	33.2	43.6	50.2	47.4	46.0
Students' programs largely prescribed	48.4	56.1	53.0	51.8	48.1	66.7	59.6	54.8	43.2	52.4	51.3	47.3
Mission is distinctive	42.1	64.9	64.1	55.3	45.1	84.9	61.7	57.0	48.9	63.4	63.2	55.7
Mission is understood by faculty	44.0	66.7	67.2	57.5	42.3	72.7	55.6	54.6	51.7	76.2	50.0	57.4
Courses are interrelated	33.6	43.1	42.0	38.8	16.5	43.8	26.9	24.2	24.7	37.3	21.6	27.3
Programs are interrelated	10.8	32.8	33.1	27.9	13.3	34.4	22.2	19.5	24.7	22.0	31.6	25.6

Response percentage (True of my college)

5B3 7/27/90

Table F.12(P)

Perceived Characteristics of College (by College Type Within Fields)

Characteristic	Ed. Psychology DD Comp (*n*=29)	EE LA (*n*=15)	FF* 2 yr. (*n*=4)	Total (*N*=48)	Nursing GG Comp (*n*=26)	HH* LA (*n*=10)	II 2 yr. (*n*=32)	Total (*N*=68)	Business JJ Comp (*n*=30)	KK* LA (*n*=14)	LL 2 yr. (*n*=47)	Total (*N*=91)
Teaching a major goal	82.2	80.0		78.8	96.1		90.4	94.0	93.3		85.4	91.2
Research a major goal	46.4	20.0		36.2	30.8		0.0	38.8	20.0		6.4	9.9
Students should learn concepts	82.2	100.0		87.2	88.4		75.0	79.2	86.6		80.9	83.6
Students should apply concepts	67.8	66.7		68.1	92.0		68.8	78.8	76.6		71.7	75.6
Courses tightly coordinated	39.2	28.5		34.8	40.0		61.3	49.2	36.7		48.9	44.0
Students' programs largely prescribed	67.9	53.3		61.7	52.0		60.0	57.2	56.6		65.3	58.3
Mission is distinctive	67.9	80.0		74.5	76.0		87.1	89.6	70.0		63.0	66.7
Mission is understood by faculty	60.8	73.4		68.1	84.0		90.3	87.7	56.7		61.7	64.9
Courses are interrelated	28.6	20.0		25.5	36.0		54.9	49.3	46.7		66.0	57.2
Programs are interrelated	25.0	26.6		23.4	16.0		38.8	27.7	40.0		47.9	45.6

Response percentage (True of my college)

* Eliminated from comparison due to small sample size.

5B4F 7/27/90

Table F.13(GE)

Perceived Autonomy of Sponsoring Program, Faculty, Students (by College Type Within Fields)

Characteristic	Response percentage (Like my program)											
	Composition				Literature				History			
	A Comp (*n*=178)	B LA (*n*=82)	C 2 yr. (*n*=155)	Total (*N*=415)	D Comp (*n*=121)	E LA (*n*=43)	F 2 yr. (*n*=46)	Total (*N*=210)	G Comp (*n*=129)	H LA (*n*=55)	I 2 yr. (*n*=77)	Total (*N*=263)
Students have wide choice of courses	23.4	21.0	17.0	22.2	31.5	30.3	27.3	31.0	35.5	16.4	19.8	26.7
Little faculty autonomy in choosing course content	35.4	21.0	53.6	39.4	23.5	26.2	30.3	25.5	14.2	23.6	33.8	22.0
Content of course dictated by hierarchical nature of field	65.3	58.0	80.3	69.4	49.6	53.5	50.0	50.5	20.4	25.5	26.4	23.2
Stress cross–program enrollments	24.2	41.3	28.3	29.1	25.2	44.2	27.9	29.8	29.9	45.2	27.6	32.4
Many curricular decisions are made at level broader than program	22.6	23.8	29.8	25.4	22.7	17.0	38.6	25.0	26.8	37.0	32.9	30.8

Table F.13(GE)—*Continued*

Characteristic	Response percentage (Like my program)											
	Sociology				Psychology				Biology			
	J Comp (*n*=60)	K LA (*n*=21)	L 2 yr. (*n*=60)	Total (*N*=141)	M Comp (*n*=75)	N LA (*n*=38)	O 2 yr. (*n*=67)	Total (*N*=180)	P Comp (*n*=105)	Q LA (*n*=45)	R 2 yr. (*n*=65)	Total (*N*=215)
Students have wide choice of courses	45.0	28.6	28.4	35.4	51.3	16.2	43.3	41.0	23.9	24.4	18.8	22.4
Little faculty autonomy in choosing course content	16.6	14.3	26.7	20.6	20.5	13.5	40.3	26.5	34.6	20.0	37.5	32.4
Content of course dictated by hierarchical nature of field	20.0	47.6	31.2	29.3	52.7	54.0	38.8	47.8	52.2	60.0	48.5	52.8
Stress cross–program enrollments	39.0	52.3	28.8	36.7	31.1	45.1	28.4	33.1	45.7	66.7	31.3	45.7
Many curricular decisions are made at level broader than program	22.0	23.8	28.4	25.0	20.3	8.1	33.3	22.6	21.0	26.7	17.5	21.1

Table F.13(GE)—*Continued*

	Response percentage (Like my program)											
	Mathematics				Fine Arts				Language			
Characteristic	S Comp (*n*=126)	T LA (*n*=58)	U 2 yr. (*n*=120)	Total (*N*=304)	V Comp (*n*=109)	W LA (*n*=33)	X 2 yr. (*n*=63)	Total (*N*=205)	AA Comp (*n*=91)	BB LA (*n*=43)	CC 2 yr. (*n*=38)	Total (*N*=172)
Students have wide choice of courses	16.9	12.0	21.7	17.9	18.7	18.2	38.8	30.1	18.9	21.0	24.3	20.6
Little faculty autonomy in choosing course content	68.6	46.6	73.1	66.1	23.2	21.2	17.8	21.2	45.5	41.9	24.3	40.0
Content of course dictated by hierarchical nature of field	96.0	84.5	92.5	92.4	55.6	54.6	39.4	50.5	85.7	81.4	89.2	85.3
Stress cross-program enrollments	37.3	53.5	37.5	40.5	24.8	48.5	42.0	34.0	37.8	39.5	16.2	33.5
Many curricular decisions are made at level broader than program	20.8	20.6	28.3	23.8	24.0	21.3	24.6	23.7	14.6	28.0	27.0	20.7

Table F.13(P)

Perceived Autonomy of Sponsoring Program, Faculty, and Students (by College Type Within Fields)

	Response percentage (Like my program)											
	Ed. Psychology				Nursing				Business			
Characteristic	DD Comp (*n*=29)	EE LA (*n*=15)	FF* 2 yr. (*n*=4)	Total (*N*=48)	GG Comp (*n*=26)	HH* LA (*n*=10)	II 2 yr. (*n*=32)	Total (*N*=68)	JJ Comp (*n*=30)	KK* LA (*n*=14)	LL 2 yr. (*n*=47)	Total (*N*=91)
Students have wide choice of courses	6.9	6.7		10.5	11.5		3.1	7.5	30.0		40.4	34.1
Little faculty autonomy in choosing course content	13.7	20.0		16.7	53.8		64.5	59.1	34.5		29.7	30.0
Content of course dictated by hierarchical nature of field	82.8	86.7		81.3	96.2		93.8	95.5	65.5		61.7	65.5
Stress cross-program enrollments	41.3	66.6		45.9	53.9		63.2	59.7	51.7		61.7	56.6
Many curricular decisions are made at level broader than program	24.1	13.4		22.5	23.0		15.6	17.9	21.5		25.5	21.3

* Eliminated from comparison due to small sample size.

Table F.14(GE)

Influences of College and Program Goals on Course Planning (by College Type Within Fields)

	Response percentage (Influential)											
	Composition				Literature				History			
Influence	A Comp (*n*=178)	B LA (*n*=82)	C 2 yr. (*n*=155)	Total (*N*=415)	D Comp (*n*=121)	E LA (*n*=43)	F 2 yr. (*n*=46)	Total (*N*=210)	G Comp (*n*=129)	H LA (*n*=55)	I 2 yr. (*n*=77)	Total (*N*=263)
College goals	27.8	42.7	42.5	36.3	36.4	55.9	36.9	40.5	35.8	45.5	40.5	39.2
Program goals	65.2	59.7	78.5	69.0	62.0	76.7	65.2	65.7	52.8	59.3	60.7	56.4
Program contribution to college	73.5	80.5	72.6	74.5	69.4	62.8	69.6	68.1	62.5	72.8	64.6	65.8
Program prescription	47.7	41.9	63.4	52.4	32.5	34.9	39.2	34.4	15.8	38.9	50.6	31.2
Content interrelatedness	48.6	45.0	42.5	45.6	29.0	30.2	34.7	30.5	21.9	40.7	37.9	30.7
Student requirements later	67.8	65.8	72.6	69.1	43.4	51.1	46.7	45.7	28.7	33.4	57.0	38.2

15B1 7/27/90

Table F.14(GE)—*Continued*

	Response percentage (Influential)											
	Sociology				Psychology				Biology			
Influence	J Comp (*n*=60)	K LA (*n*=21)	L 2 yr. (*n*=60)	Total (*N*=141)	M Comp (*n*=75)	N LA (*n*=38)	O 2 yr. (*n*=67)	Total (*N*=180)	P Comp (*n*=105)	Q LA (*n*=45)	R 2 yr. (*n*=65)	Total (*N*=215)
College goals	33.9	28.6	23.3	28.5	26.7	44.7	26.9	30.5	24.1	53.3	27.7	31.3
Program goals	61.0	57.1	41.6	52.2	54.7	63.1	49.2	54.4	55.8	71.1	57.0	59.4
Program contribution to college	56.0	61.9	53.4	55.7	45.4	47.3	53.7	48.9	55.3	64.4	63.1	59.6
Program prescription	13.6	33.3	40.0	27.8	28.0	26.3	43.2	33.3	35.0	37.8	47.7	39.4
Content interrelatedness	28.8	47.6	38.3	35.7	26.7	26.3	38.8	31.2	28.8	31.1	43.0	33.7
Student requirements later	53.5	50.0	58.3	55.0	54.7	43.2	53.7	51.9	49.1	44.4	59.4	51.2

15B2 7/27/90

Table F.14(GE)—*Continued*

Influence	Mathematics S Comp (*n*=126)	 T LA (*n*=58)	 U 2 yr. (*n*=120)	 Total (*N*=304)	Fine Arts V Comp (*n*=109)	 W LA (*n*=33)	 X 2 yr. (*n*=63)	 Total (*N*=205)	Language AA Comp (*n*=91)	 BB LA (*n*=43)	 CC 2 yr. (*n*=38)	 Total (*N*=172)
	Response percentage (Influential)											
College goals	29.9	34.5	38.4	34.1	35.8	53.1	36.5	38.7	28.6	41.9	36.8	33.7
Program goals	79.8	72.4	72.7	75.6	61.5	75.1	68.2	65.6	82.5	74.4	76.3	79.1
Program contribution to college	65.3	63.8	70.9	67.2	65.1	71.9	69.4	67.5	64.9	65.1	80.1	66.3
Program prescription	63.7	61.4	70.9	66.1	38.0	40.6	47.6	41.4	61.1	58.2	57.8	59.6
Content interrelatedness	45.1	39.7	51.3	46.4	34.8	46.9	42.8	39.2	30.8	39.5	21.1	30.8
Student requirements later	90.3	74.1	90.6	87.3	22.2	25.0	44.4	29.6	72.2	65.1	86.9	73.7

1583 7/27/90

Table F.14(P)

Influences of College and Program Goals on Course Planning (by College Type Within Fields)

Influence	Ed. Psychology DD Comp (*n*=29)	 EE LA (*n*=15)	 FF* 2 yr. (*n*=4)	 Total (*N*=48)	Nursing GG Comp (*n*=26)	 HH* LA (*n*=10)	 II 2 yr. (*n*=32)	 Total (*N*=68)	Business JJ Comp (*n*=30)	 KK* LA (*n*=14)	 LL 2 yr. (*n*=47)	 Total (*N*=91)
	Response percentage (Influential)											
College goals	41.3	46.7		45.8	53.9		50.0	54.5	40.0		48.9	46.2
Program goals	82.8	93.3		85.4	92.3		93.7	93.9	76.7		72.3	73.7
Program contribution to college	58.6	60.0		60.5	65.4		59.4	62.1	63.3		68.0	64.9
Program prescription	31.0	60.0		39.6	77.0		78.2	77.2	46.7		55.3	50.6
Content interrelatedness	41.3	40.0		37.5	38.5		53.1	46.9	50.0		61.7	55.1
Student requirements later	68.9	60.0		66.7	88.4		81.3	81.8	63.4		78.7	72.6

* Eliminated from comparison due to small sample size.

Table F.15(GE)

Characteristics of Introductory Course Students (by College Type Within Fields)

	Response percentage											
	Composition				Literature				History			
Perceived Student Characteristics	A Comp (*n*=178)	B LA (*n*=82)	C 2 yr. (*n*=155)	Total (*N*=415)	D Comp (*n*=121)	E LA (*n*=43)	F 2 yr. (*n*=46)	Total (*N*=210)	G Comp (*n*=129)	H LA (*n*=55)	I 2 yr. (*n*=77)	Total (*N*=263)
Not at all prepared	2.8	2.4	3.9	3.1	6.6	2.3	10.9	6.7	21.7	14.5	17.7	19.0
Exhibiting little effort	6.3	6.3	7.9	6.8	5.6	4.6	8.9	6.3	12.5	16.4	11.4	13.0

Table F.15(GE)—*Continued*

	Response percentage											
	Sociology				Psychology				Biology			
Perceived Student Characteristics	J Comp (*n*=60)	K LA (*n*=21)	L 2 yr. (*n*=60)	Total (*N*=141)	M Comp (*n*=75)	N LA (*n*=38)	O 2 yr. (*n*=67)	Total (*N*=180)	P Comp (*n*=105)	Q LA (*n*=45)	R 2 yr. (*n*=65)	Total (*N*=215)
Not at all prepared	31.7	47.6	30.0	33.3	22.7	36.8	26.9	27.2	13.3	6.7	24.6	15.3
Exhibiting little effort	15.5	9.5	16.7	15.1	13.4	10.5	9.0	11.1	26.7	8.9	21.9	21.5

Table F.15(GE) —*Continued*

Perceived Student Characteristics	Response percentage											
	Mathematics				Fine Arts				Language			
	S Comp (*n*=126)	T LA (*n*=58)	U 2 yr. (*n*=120)	Total (*N*=304)	V Comp (*n*=109)	W LA (*n*=33)	X 2 yr. (*n*=63)	Total (*N*=205)	AA Comp (*n*=91)	BB LA (*n*=43)	CC 2 yr. (*n*=38)	Total (*N*=172)
Not at all prepared	5.6	8.6	5.8	6.3	54.1	45.5	55.6	53.2	35.2	32.6	34.2	34.3
Exhibiting little effort	13.5	8.6	14.5	13.0	19.6	6.1	6.5	13.4	9.0	9.3	7.9	8.8

383b 7/27/90

Table F.15(P)

Characteristics of Introductory Course Students (by College Type Within Fields)

Perceived Student Characteristics	Response percentage											
	Ed. Psychology				Nursing				Business			
	DD Comp (*n*=29)	EE LA (*n*=15)	FF* 2 yr. (*n*=4)	Total (*N*=48)	GG Comp (*n*=26)	HH* LA (*n*=10)	II 2 yr. (*n*=32)	Total (*N*=68)	JJ Comp (*n*=30)	KK* LA (*n*=14)	LL 2 yr. (*n*=47)	Total (*N*=91)
Not at all prepared	20.7	20.0		18.8	11.5		12.5	11.9	30.0		29.8	29.7
Exhibiting little effort	3.4	6.7		4.2	7.7		0.0	3.0	13.7		19.1	18.9

* Eliminated from comparison due to small sample size.

384b 7/27/90

Table F.16(GE)

Influence of Student Characteristics on Course Planning (by College Type Within Fields)

	Response percentage (Influential)											
	Composition				Literature				History			
Influence	A Comp (*n*=178)	B LA (*n*=82)	C 2 yr. (*n*=155)	Total (*N*=415)	D Comp (*n*=121)	E LA (*n*=43)	F 2 yr. (*n*=46)	Total (*N*=210)	G Comp (*n*=129)	H LA (*n*=55)	I 2 yr. (*n*=77)	Total (*N*=263)
Student preparation	76.4	72.0	77.2	75.7	62.5	74.4	60.9	64.6	51.2	45.5	59.5	52.4
Student effort	57.3	62.2	54.3	57.1	54.2	55.8	57.8	55.2	46.5	29.1	53.2	44.9
Student ability	75.8	76.9	75.8	76.1	63.0	72.1	60.0	64.3	56.6	52.7	65.8	58.5
Student interests	61.3	63.4	54.9	59.3	58.3	66.6	62.2	60.9	37.5	25.4	51.9	39.4
Time pressure on students	37.6	35.4	42.8	39.1	38.9	34.9	40.0	38.3	26.4	25.5	39.3	30.1
Life goals of students	33.7	46.3	40.8	38.9	39.2	38.1	34.1	37.9	19.4	29.1	26.9	23.7
Career goals of students	33.1	34.5	45.1	37.9	18.4	14.0	22.2	18.3	17.9	21.8	30.4	22.4
Educational goals of students	49.4	55.6	60.7	54.8	41.7	39.5	40.0	40.9	34.3	40.0	60.8	43.5
Successes of previous students	70.8	73.1	62.5	68.2	58.3	66.7	48.9	58.0	52.4	52.7	62.9	55.6

Table F.16(GE)—*Continued*

	Response percentage (Influential)											
	Sociology				Psychology				Biology			
Influence	J Comp (*n*=60)	K LA (*n*=21)	L 2 yr. (*n*=60)	Total (*N*=141)	M Comp (*n*=75)	N LA (*n*=38)	O 2 yr. (*n*=67)	Total (*N*=180)	P Comp (*n*=105)	Q LA (*n*=45)	R 2 yr. (*n*=65)	Total (*N*=215)
Student preparation	39.0	52.4	53.3	47.2	53.4	31.6	55.2	49.5	57.1	53.3	57.0	56.3
Student effort	39.0	38.1	50.0	43.6	50.7	42.1	47.7	47.8	38.1	44.4	57.0	45.1
Student ability	61.0	61.9	64.4	62.6	65.3	60.5	61.2	62.8	57.2	62.2	69.3	61.9
Student interests	44.1	71.4	65.0	57.2	64.0	47.4	62.7	60.0	43.8	57.7	44.6	47.0
Time pressure on students	25.4	42.9	45.0	36.4	26.7	26.3	41.8	32.2	17.1	33.4	29.2	24.2
Life goals of students	32.2	38.0	48.3	40.0	41.4	23.7	35.9	35.5	31.7	40.0	49.2	38.7
Career goals of students	27.1	42.9	43.3	36.4	32.0	26.3	43.3	35.0	40.0	44.5	43.1	41.8
Educational goals of students	40.7	42.9	55.0	47.2	48.0	47.4	58.0	50.9	41.9	64.4	61.5	52.6
Successes of previous students	47.5	57.2	63.4	55.7	49.3	57.9	46.2	50.0	46.6	55.6	52.3	50.2

BEST COPY AVAILABLE

Table F.16(GE)—*Continued*

	Response percentage (Influential)											
	Mathematics				Fine Arts				Language			
Influence	S Comp (*n*=126)	T LA (*n*=58)	U 2 yr. (*n*=120)	Total (*N*=304)	V Comp (*n*=109)	W LA (*n*=33)	X 2 yr. (*n*=63)	Total (*N*=205)	AA Comp (*n*=91)	BB LA (*n*=43)	CC 2 yr. (*n*=38)	Total (*N*=172)
Student preparation	72.6	70.7	77.8	74.3	59.7	56.2	60.3	59.3	72.2	67.5	65.8	69.6
Student effort	54.1	62.0	59.0	57.5	50.0	53.2	61.9	54.2	57.4	65.1	60.5	59.9
Student ability	74.8	77.6	71.8	74.1	56.9	65.6	58.1	58.7	67.1	62.8	73.6	67.5
Student interests	37.1	46.5	41.0	40.1	43.1	40.6	65.1	49.5	56.1	55.8	65.8	58.2
Time pressure on students	30.6	36.2	39.6	35.2	28.7	37.6	45.2	35.1	41.8	48.9	42.1	43.6
Life goals of students	23.4	24.1	35.0	28.1	29.3	37.6	38.0	33.4	37.4	44.2	36.8	38.9
Career goals of students	46.0	32.7	53.0	46.1	18.3	28.2	38.1	25.9	40.7	48.8	42.1	43.0
Educational goals of students	58.1	39.6	66.7	57.9	38.0	62.5	63.4	49.8	52.2	53.5	68.4	56.2
Successes of previous students	64.5	56.1	62.0	61.9	52.3	56.3	58.0	54.7	64.5	67.5	50.0	61.9

1583c 7/27/90

Table F.16(P)

Influence of Student Characteristics on Course Planning (By College Type Within Fields)

	Response percentage (Influential)											
	Ed. Psychology				Nursing				Business			
Influence	DD Comp (*n*=29)	EE LA (*n*=15)	FF* 2 yr. (*n*=4)	Total (*N*=48)	GG Comp (*n*=26)	HH* LA (*n*=10)	II 2 yr. (*n*=32)	Total (*N*=68)	JJ Comp (*n*=30)	KK* LA (*n*=14)	LL 2 yr. (*n*=47)	Total (*N*=91)
Student preparation	41.3	53.4		50.1	80.8		65.6	71.2	43.4		68.1	56.1
Student effort	48.3	46.7		50.0	42.3		59.4	50.0	56.7		51.0	50.6
Student ability	48.3	66.7		56.3	56.0		71.9	65.6	53.4		66.0	59.4
Student interests	65.5	60.0		62.5	50.0		56.3	57.5	53.4		63.8	59.3
Time pressure on students	34.5	60.0		43.8	46.2		68.8	59.1	31.0		38.3	34.4
Life goals of students	55.1	86.7		62.5	69.3		54.9	64.7	40.0		46.8	41.8
Career goals of students	82.8	93.3		83.4	92.3		78.2	85.3	66.7		70.3	68.2
Educational goals of students	72.4	93.3		79.2	88.5		75.0	83.3	60.0		68.1	62.7
Successes of previous students	37.9	66.6		50.0	57.7		62.5	57.6	60.0		52.2	58.9

* Eliminated from comparison due to small sample size.

1584c 7/27/90

Table F.17(GE)

External Influences on Course Planning (by College Type Within Fields)

Influence	A Comp (*n*=178)	B LA (*n*=82)	C 2 yr. (*n*=155)	Total (*N*=415)	D Comp (*n*=121)	E LA (*n*=43)	F 2 yr. (*n*=46)	Total (*N*=210)	G Comp (*n*=129)	H LA (*n*=55)	I 2 yr. (*n*=77)	Total (*N*=263)
	Response percentage (influential)											
	Composition				Literature				History			
Accreditation standards	19.0	18.5	48.3	30.0	15.7	21.0	39.2	21.9	17.3	7.3	43.0	22.9
Employer expectations	33.3	26.0	45.8	36.5	15.0	16.3	21.7	16.7	11.7	16.4	35.4	19.8
Professional associations	28.9	18.8	34.8	29.1	17.4	21.0	19.6	18.7	14.8	10.9	22.8	16.5
External examinations	12.1	12.4	20.1	15.2	7.4	7.1	10.8	8.2	7.1	7.3	17.7	10.4
College–wide achievement tests	24.0	26.3	30.8	27.0	9.1	16.3	17.4	12.3	8.7	5.5	15.3	10.0
Entry–level tests, next level	20.0	24.7	28.4	24.1	40.0	20.9	15.2	13.4	13.3	14.5	20.5	15.7
Transfer requirements	29.1	23.2	71.7	44.0	15.1	14.6	60.9	25.3	14.8	12.7	63.3	29.0

15B11 7/27/90

Table F.17(GE)—*Continued*

Influence	J Comp (*n*=60)	K LA (*n*=21)	L 2 yr. (*n*=60)	Total (*N*=141)	M Comp (*n*=75)	N LA (*n*=38)	O 2 yr. (*n*=67)	Total (*N*=180)	P Comp (*n*=105)	Q LA (*n*=45)	R 2 yr. (*n*=65)	Total (*N*=215)
	Response percentage (influential)											
	Sociology				Psychology				Biology			
Accreditation standards	23.4	23.8	30.0	26.2	16.0	18.4	35.9	23.8	25.0	17.8	36.9	27.1
Employer expectations	16.7	23.8	23.3	20.6	14.7	15.8	20.9	17.2	14.6	22.3	41.6	24.4
Professional associations	25.0	19.1	25.0	24.2	18.7	21.0	25.4	21.6	26.0	22.2	35.9	28.2
External examinations	13.3	19.0	16.6	15.6	20.0	10.5	13.4	15.5	14.6	15.5	25.0	17.9
College wide achievement tests	10.0	9.5	13.6	11.4	8.0	2.6	12.1	8.4	10.7	15.5	18.8	14.1
Entry level tests–next level	20.0	14.3	15.3	17.1	20.0	21.0	13.5	17.8	22.1	27.2	23.1	23.5
Transfer requirements	28.8	33.3	62.7	43.9	24.3	13.2	61.2	35.7	28.1	27.2	76.6	42.6

15B21 7/27/90

Table F.17(GE)—*Continued*

Influence	Mathematics S Comp (*n*=126)	T LA (*n*=58)	U 2 yr. (*n*=120)	Total (*N*=304)	Fine Arts V Comp (*n*=109)	W LA (*n*=33)	X 2 yr. (*n*=63)	Total (*N*=205)	Language AA Comp (*n*=91)	BB LA (*n*=43)	CC 2 yr. (*n*=38)	Total (*N*=172)
	Response percentage (Influential)											
Accreditation standards	35.5	29.3	50.4	40.2	19.4	21.3	38.7	25.6	33.7	30.9	48.6	36.3
Employer expectations	40.0	36.2	41.2	40.7	21.3	18.2	38.7	26.1	27.0	28.5	29.7	28.0
Professional associations	47.2	46.6	46.2	46.7	23.3	18.2	24.2	22.8	46.0	31.7	43.2	41.9
External examinations	20.0	10.3	17.8	17.3	7.4	3.0	8.0	7.0	17.0	16.7	24.3	18.6
College–wide achievement tests	20.8	10.3	26.9	21.2	10.3	6.0	13.0	10.4	21.4	19.0	32.4	23.2
Entry–level tests, next level	18.4	10.5	27.7	20.6	10.3	9.1	17.4	12.3	21.6	26.2	35.1	25.8
Transfer requirements	37.6	32.8	79.8	53.4	16.1	12.1	69.3	31.8	38.6	32.5	73.0	44.8

15B3f 7/27/90

Table F.17(P)

External Influences on Course Planning (by College Type Within Fields)

Influence	Ed. Psychology DD Comp (*n*=29)	EE LA (*n*=15)	FF* 2 yr. (*n*=4)	Total (*N*=48)	Nursing GG Comp (*n*=26)	HH* LA (*n*=10)	II 2 yr. (*n*=32)	Total (*N*=68)	Business JJ Comp (*n*=30)	KK* LA (*n*=14)	LL 2 yr. (*n*=47)	Total (*N*=91)
	Response percentage (Influential)											
Accreditation standards	72.4	80.0		72.9	92.3		90.7	91.0	46.7		39.1	41.1
Employer expectations	79.3	73.3		75.0	61.6		84.4	73.1	49.0		69.6	63.4
Professional associations	58.6	66.6		58.4	73.1		75.0	74.6	40.0		43.5	42.2
External examinations	65.5	66.7		64.6	80.7		90.7	85.1	13.4		36.9	24.4
College–wide achievement tests	20.7	20.0		23.0	30.8		37.5	35.9	13.3		28.3	21.1
Entry–level tests, next level	34.4	33.4		35.5	23.0		29.1	28.8	23.4		26.1	24.5
Transfer requirements	27.6	26.7		31.3	23.1		46.9	37.3	41.4		56.5	46.0

* Eliminated from comparison due to small sample size.

15B4f 7/27/90

Table F.18(GE)

Influence of Assistance and Facilities on Course Planning (by College Type Within Fields)

	Response percentage (Influential)											
	Composition				Literature				History			
Influence	A Comp (*n*=178)	B LA (*n*=82)	C 2 yr. (*n*=155)	Total (*N*=415)	D Comp (*n*=121)	E LA (*n*=43)	F 2 yr. (*n*=46)	Total (*N*=210)	G Comp (*n*=129)	H LA (*n*=55)	I 2 yr. (*n*=77)	Total (*N*=263)
Available textbooks	44.0	40.2	46.5	44.2	57.9	58.1	39.1	53.8	46.9	56.4	51.9	50.3
Available facilities	23.7	20.9	27.1	24.4	16.7	4.6	19.6	14.8	16.0	12.8	29.1	19.3
Available opportunities	14.7	17.1	16.2	15.8	10.2	7.0	17.4	11.1	14.8	5.4	26.6	16.5
Available teaching assistants	8.4	9.8	10.3	9.5	4.2	0.0	6.5	3.8	7.1	3.6	6.3	6.1
Available secretarial assistance	6.8	6.1	12.3	8.7	5.0	2.3	6.5	4.7	8.6	7.3	12.7	9.6
Available supplies	13.5	8.7	20.1	15.0	10.7	4.7	6.5	8.6	14.1	10.9	19.2	15.0

Table F.18(GE)—*Continued*

	Response percentage (Influential)											
	Sociology				Psychology				Biology			
Influence	J Comp (*n*=60)	K LA (*n*=21)	L 2 yr. (*n*=60)	Total (*N*=141)	M Comp (*n*=75)	N LA (*n*=38)	O 2 yr. (*n*=67)	Total (*N*=180)	P Comp (*n*=105)	Q LA (*n*=45)	R 2 yr. (*n*=65)	Total (*N*=215)
Available textbooks	62.7	57.1	68.3	64.3	53.3	57.9	56.7	55.5	35.3	44.4	61.5	45.1
Available facilities	25.9	28.6	30.0	28.1	34.7	42.1	35.8	38.7	53.8	68.9	71.8	62.2
Available opportunities	20.4	38.1	27.1	25.9	21.3	23.7	29.9	25.0	26.6	42.2	49.3	36.7
Available teaching assistants	6.6	4.8	8.3	8.0	20.0	26.3	10.5	17.7	19.2	26.7	27.7	33.4
Available secretarial assistance	16.9	14.3	16.6	16.5	22.7	21.1	12.0	18.3	14.3	13.3	23.1	16.8
Available supplies	18.9	23.8	23.3	21.5	34.6	23.7	16.4	25.5	37.1	51.1	61.5	47.4

Table F.18(GE)—*Continued*

Influence	Response percentage (Influential)											
	Mathematics				Fine Arts				Language			
	S Comp (*n*=128)	T LA (*n*=58)	U 2 yr. (*n*=120)	Total (*N*=304)	V Comp (*n*=109)	W LA (*n*=33)	X 2 yr. (*n*=63)	Total (*N*=205)	AA Comp (*n*=91)	BB LA (*n*=43)	CC 2 yr. (*n*=38)	Total (*N*=172)
Available textbooks	60.8	43.1	59.7	56.9	52.8	48.4	60.3	54.4	75.6	78.2	70.2	74.6
Available facilities	28.0	29.3	30.5	29.3	43.5	39.4	55.6	46.5	75.5	59.5	56.7	67.4
Available opportunities	5.6	6.8	7.5	6.6	49.1	42.5	53.2	49.2	24.5	28.5	29.7	26.7
Available teaching assistants	12.8	8.6	13.4	12.2	9.3	3.0	6.4	7.3	23.3	26.2	27.0	24.9
Available secretarial assistance	10.4	3.4	6.7	7.7	11.2	15.2	15.9	13.3	7.6	14.3	16.2	11.3
Available supplies	9.8	13.8	16.0	12.6	28.7	30.3	31.7	29.9	28.1	26.9	24.3	27.0

Table F.18(P)

Influence of Assistance and Facilities on Course Planning (by College Type Within Fields)

Influence	Response percentage (Influential)											
	Ed. Psychology				Nursing				Business			
	DD Comp (*n*=29)	EE LA (*n*=15)	FF* 2 yr. (*n*=4)	Total (*N*=48)	GG Comp (*n*=26)	HH* LA (*n*=10)	II 2 yr. (*n*=32)	Total (*N*=68)	JJ Comp (*n*=30)	KK* LA (*n*=14)	LL 2 yr. (*n*=47)	Total (*N*=91)
Available textbooks	37.9	50.0		44.7	69.3		81.3	76.1	53.3		55.3	56.1
Available facilities	31.0	20.0		29.2	69.2		81.3	73.1	36.6		29.8	24.1
Available opportunities	51.7	33.3		48.0	65.4		84.4	73.1	33.4		27.6	29.7
Available teaching assistants	10.3	0.0		6.3	26.9		45.2	33.3	10.0		10.7	9.9
Available secretarial assistance	20.7	0.0		14.6	30.8		34.4	31.3	13.4		14.9	12.1
Available supplies	20.7	20.0		20.9	65.4		56.2	56.7	16.7		19.1	15.4

* Eliminated from comparison due to small sample size.

Table F.19(GE)

Pragmatic Influences on Course Planning (by College Type Within Fields)

	Response percentage (influential)											
	Composition				Literature				History			
Influence	A Comp (*n*=178)	B LA (*n*=82)	C 2 yr. (*n*=155)	Total (*N*=415)	D Comp (*n*=121)	E LA (*n*=43)	F 2 yr. (*n*=46)	Total (*N*=210)	G Comp (*n*=129)	H LA (*n*=55)	I 2 yr. (*n*=77)	Total (*N*=263)
Class size	61.2	57.3	58.0	59.3	51.2	48.9	47.8	51.0	56.3	58.2	35.5	50.4
Class schedule	40.4	39.0	46.5	42.4	33.9	27.9	32.6	32.4	30.4	25.4	27.9	28.7
Assigned workload	40.5	39.5	52.3	44.7	35.6	30.3	26.7	32.6	34.4	23.6	31.6	31.3
Promotion or tenure pressures	4.6	7.3	8.4	6.5	8.3	4.7	2.2	6.2	9.4	5.5	6.4	7.7
Required mode of instruction	16.0	13.4	25.3	19.0	6.6	2.3	4.4	5.2	0.8	3.6	10.3	4.2

Table F.19(GE)—*Continued*

	Response percentage (influential)											
	Sociology				Psychology				Biology			
Influence	J Comp (*n*=60)	K LA (*n*=21)	L 2 yr. (*n*=60)	Total (*N*=141)	M Comp (*n*=75)	N LA (*n*=38)	O 2 yr. (*n*=67)	Total (*N*=180)	P Comp (*n*=105)	Q LA (*n*=45)	R 2 yr. (*n*=65)	Total (*N*=215)
Class size	65.0	71.4	55.0	61.7	68.0	63.1	53.7	61.7	52.5	42.2	43.0	47.4
Class schedule	33.3	38.1	43.4	38.3	32.0	34.2	29.9	31.7	29.4	37.8	36.9	33.5
Assigned workload	45.0	52.4	40.6	44.3	37.4	44.7	32.8	37.2	37.2	48.9	43.0	41.4
Promotion or tenure pressures	13.4	15.0	10.2	12.2	12.0	10.6	10.4	11.1	7.7	8.8	12.3	9.4
Required mode of instruction	5.0	0.0	10.2	6.5	9.3	5.3	6.0	7.3	10.8	4.4	7.7	8.5

Table F.19(GE)—*Continued*

Influence	Mathematics S Comp (*n*=128)	T LA (*n*=58)	U 2 yr. (*n*=120)	Total (*N*=304)	Fine Arts V Comp (*n*=109)	W LA (*n*=33)	X 2 yr. (*n*=63)	Total (*N*=205)	Language AA Comp (*n*=91)	BB LA (*n*=43)	CC 2 yr. (*n*=38)	Total (*N*=172)
Class size	56.0	39.6	34.8	44.5	47.7	51.6	42.8	46.8	65.5	64.2	48.6	61.5
Class schedule	43.2	29.3	32.0	36.1	32.4	30.3	41.2	34.8	57.8	61.9	45.9	57.2
Assigned workload	39.9	27.5	29.4	33.4	27.5	24.3	34.9	29.3	42.2	42.9	27.0	39.1
Promotion or tenure pressures	9.6	5.1	5.9	7.3	10.2	12.2	8.0	9.8	17.8	9.6	5.6	13.1
Required mode of instruction	8.8	6.9	18.5	12.2	4.8	3.1	11.1	6.5	22.2	26.8	21.6	23.2

Response percentage (Influential)

15B3h 7/27/90

Table F.19(P)

Pragmatic Influences on Course Planning (by College Type Within Fields)

Influence	Ed. Psychology DD Comp (*n*=29)	EE LA (*n*=15)	FF[*] 2 yr. (*n*=4)	Total (*N*=48)	Nursing GG Comp (*n*=26)	HH[*] LA (*n*=10)	II 2 yr. (*n*=32)	Total (*N*=68)	Business JJ Comp (*n*=30)	KK[*] LA (*n*=14)	LL 2 yr. (*n*=47)	Total (*N*=91)
Class size	55.1	60.0		38.4	53.8		56.3	58.2	63.3		36.1	49.5
Class schedule	34.4	33.3		31.3	38.5		56.2	49.3	40.0		38.3	40.7
Assigned workload	55.1	40.0		47.9	50.0		65.6	58.2	26.7		23.4	29.7
Promotion or tenure pressures	17.2	6.7		18.8	11.5		18.8	15.0	10.3		4.2	6.6
Required mode of instruction	6.9	6.7		6.3	26.9		48.4	36.4	6.6		19.1	14.3

Response percentage (Influential)

[*] Eliminated from comparison due to small sample size.

Table F.20(GE)

Available Advice—Influences on Course Planning (by College Type Within Fields)

Influence	Response percentage* (Influential)											
	Composition				Literature				History			
	A Comp (*n*=178)	B LA (*n*=82)	C 2 yr. (*n*=155)	Total (*N*=415)	D Comp (*n*=121)	E LA (*n*=43)	F 2 yr. (*n*=46)	Total (*N*=210)	G Comp (*n*=129)	H LA (*n*=55)	I 2 yr. (*n*=77)	Total (*N*=263)
Advising office	10.6	11.7	12.0	11.3	6.9	3.3	5.1	5.9	5.4	7.0	11.9	7.5
Instructional development office	9.2	11.7	15.9	12.0	6.7	4.3	6.2	7.1	3.3	0.0	6.3	3.6
Student services office	7.0	10.0	5.1	6.9	4.7	0.0	5.0	3.9	3.8	2.3	11.3	5.7
Library services	50.6	48.2	58.0	52.8	42.5	32.5	51.1	52.4	52.0	49.1	56.4	52.7
Audio–visual services	25.3	27.8	34.7	29.3	29.7	22.0	35.6	29.4	35.5	23.6	45.3	35.9
Program chairperson	43.6	21.3	51.8	42.0	22.1	17.6	35.0	24.1	14.6	19.6	32.4	20.9
Colleagues	48.2	34.1	46.5	44.8	23.3	35.9	39.6	29.2	24.1	36.5	31.0	28.8
Mentor	30.1	16.1	18.0	22.9	19.1	20.0	20.7	19.6	14.6	10.3	37.9	20.8
Articles/books on teaching and learning	46.8	48.1	35.9	43.1	26.1	30.0	25.0	26.6	21.3	23.1	26.6	23.3
Articles/books on discipline	60.3	43.6	39.3	49.4	44.9	51.2	47.4	46.7	56.1	45.1	49.3	51.8

* Percentages are based on non–missing cases

15B1.1 7/27/90

Table F.20(GE)—*Continued*

Influence	Response percentage* (Influential)											
	Sociology				Psychology				Biology			
	J Comp (*n*=60)	K LA (*n*=21)	L 2 yr. (*n*=60)	Total (*N*=141)	M Comp (*n*=75)	N LA (*n*=38)	O 2 yr. (*n*=67)	Total (*N*=180)	P Comp (*n*=105)	Q LA (*n*=45)	R 2 yr. (*n*=65)	Total (*N*=215)
Advising office	5.9	0.0	16.0	9.9	4.5	3.6	8.7	5.7	3.7	9.7	10.6	6.9
Instructional development office	4.4	0.0	9.3	6.4	5.1	5.3	8.9	6.5	7.2	9.0	15.4	10.0
Student services office	3.6	5.6	11.3	7.1	4.5	3.2	11.5	6.9	1.2	5.8	5.6	3.4
Library services	42.4	42.8	53.5	47.1	38.6	43.2	31.3	36.9	27.5	34.1	43.7	34.0
Audio–visual services	39.0	50.0	54.5	47.0	43.8	45.9	50.7	46.8	25.5	37.2	49.2	35.2
Program chairperson	17.5	10.0	27.3	20.5	12.3	20.0	27.5	19.4	14.4	15.0	21.1	16.5
Colleagues	22.0	33.4	25.4	25.0	27.3	27.0	27.0	27.2	32.0	26.2	32.8	31.0
Mentor	23.5	25.0	20.5	22.3	13.1	17.8	16.3	15.3	8.2	16.7	26.7	15.4
Articles/books on teaching and learning	32.2	33.3	40.8	35.9	35.6	36.1	38.4	36.8	18.6	25.0	32.8	24.2
Articles/books on discipline	52.5	61.9	60.0	57.1	54.1	37.1	51.6	49.7	50.6	39.6	51.6	68.5

* Percentages are based on non–missing cases

15B2d 7/27/90

Table F.20(GE)—*Continued*

	Response percentage* (Influential)											
	Mathematics				Fine Arts				Language			
Influence	S Comp (*n*=126)	T LA (*n*=58)	U 2 yr. (*n*=120)	Total (*N*=304)	V Comp (*n*=109)	W LA (*n*=33)	X 2 yr. (*n*=63)	Total (*N*=205)	AA Comp (*n*=91)	BB LA (*n*=43)	CC 2 yr. (*n*=38)	Total (*N*=172)
Advising office	7.8	17.0	15.1	12.3	4.8	12.5	10.0	7.7	6.0	13.7	12.6	9.4
Instructional development office	11.3	6.8	14.3	7.2	4.1	0.0	7.5	4.6	0.0	18.2	13.6	5.3
Student services office	14.0	3.8	4.8	4.3	2.2	3.7	7.6	4.0	0.0	14.2	10.0	5.6
Library services	19.5	10.3	9.0	9.5	51.9	40.7	55.8	51.3	19.0	35.1	32.3	25.8
Audio–visual services	112.4	10.6	15.4	13.2	64.4	60.6	73.7	66.6	49.4	56.4	52.9	41.9
Program chairperson	141.4	33.3	45.0	41.4	27.4	34.4	28.3	28.9	35.7	35.1	28.5	34.2
Colleagues	141.8	36.8	50.0	44.0	31.8	30.3	34.0	32.2	40.9	37.8	33.4	38.7
Mentor	119.8	18.9	19.7	19.6	20.6	14.3	30.0	22.3	14.9	29.1	15.1	14.2
Articles/books on teaching and learning	124.6	24.6	27.6	25.7	30.1	31.2	37.5	32.4	50.6	44.7	45.1	48.0
Articles/books on discipline	132.2	35.8	32.7	33.1	42.4	48.5	52.6	46.5	62.4	44.1	50.0	55.7

*Percentages are based on non–missing cases

15B3d 7/27/90

Table F.20(P)

Available Advice–Influences on Course Planning (by College Type Within Fields)

	Response percentage** (Influential)											
	Ed. Psychology				Nursing				Business			
Influence	DD Comp (*n*=29)	EE LA (*n*=15)	FF* 2 yr. (*n*=4)	Total (*N*=48)	GG Comp (*n*=26)	HH* LA (*n*=10)	II 2 yr. (*n*=32)	Total (*N*=68)	JJ Comp (*n*=30)	KK* LA (*n*=14)	LL 2 yr. (*n*=47)	Total (*N*=91)
Advising office	9.6	0.0		8.6	20.0		24.0	22.6	11.1		15.4	14.9
Instructional development office	0.0	0.0		0.0	12.6		19.1	15.9	0.0		19.5	12.1
Student services office	5.0	0.0		2.6	0.0		22.2	10.9	3.7		11.6	8.5
Library services	57.2	40.0		54.3	60.0		75.0	65.1	31.0		34.0	35.5
Audio–visual services	55.1	26.7		45.8	68.0		80.0	71.8	31.0		38.3	37.8
Program chairperson	38.5	26.7		35.5	46.2		55.2	53.1	24.1		41.3	34.1
Colleagues	39.3	20.0		31.9	54.2		73.3	65.1	24.1		37.8	32.6
Mentor	21.1	16.6		17.7	25.0		45.0	35.5	13.0		22.9	22.7
Articles/books on teaching and learning	67.8	66.7		68.1	50.0		80.0	67.7	48.2		38.7	43.0
Articles/books on discipline	70.4	66.7		71.8	80.8		86.2	82.9	51.7		41.9	48.8

* Eliminated from comparison due to small sample size

** Percentages are based on non-missing cases.

15B4d 7/27/90

Table F.21(GE)

Useful Sources of Teaching Assistance (By College Type Within Fields)

	Response percentage (Influential)											
	Composition				Literature				History			
Source	A Comp (*n*=178)	B LA (*n*=82)	C 2 yr. (*n*=155)	Total (*N*=415)	D Comp (*n*=121)	E LA (*n*=43)	F 2 yr. (*n*=46)	Total (*N*=210)	G Comp (*n*=129)	H LA (*n*=55)	I 2 yr. (*n*=77)	Total (*N*=263)
Chairperson	54.5	54.8	60.6	56.9	48.3	39.6	58.7	47.6	34.9	41.8	45.6	39.5
Dean	21.4	22.0	29.6	24.6	18.1	16.3	26.1	19.5	9.4	21.8	27.9	17.5
Department colleague	80.9	79.3	72.3	77.3	80.1	90.7	65.2	79.1	69.0	61.8	57.0	63.5
Colleague at this college	21.3	34.2	15.5	21.7	22.3	30.3	21.7	23.8	31.0	29.1	25.3	28.9
Colleague at another college	42.7	39.0	36.1	39.5	32.2	44.2	37.0	35.7	38.8	25.5	40.5	36.5
Instructional development center	10.1	6.1	5.8	7.7	5.8	0.0	2.2	3.8	4.6	0.0	7.6	4.6
Audio–visual center	16.9	7.4	13.6	13.7	18.2	7.0	13.0	14.8	19.4	16.4	36.7	24.0
Computer center	17.4	15.9	11.6	14.9	6.6	4.7	2.2	5.2	4.6	0.0	6.3	4.2
Tutoring center	34.9	24.4	14.8	25.3	7.5	9.3	10.9	8.6	15.5	7.3	12.6	13.0
Test scoring service	6.8	3.7	7.8	6.5	4.2	0.0	4.4	3.3	5.5	3.6	5.0	4.9
Family	18.0	23.2	18.1	19.0	21.5	11.7	13.0	17.6	15.6	14.6	14.0	14.8
Disciplinary association	25.9	22.0	16.1	21.4	23.9	23.3	21.7	23.3	27.9	18.2	26.6	25.5
Instructional design books	42.7	48.7	36.7	41.7	32.2	32.6	39.2	33.8	21.0	18.2	27.9	22.4
Student evaluations	42.7	48.8	48.3	46.0	45.4	44.2	50.0	46.2	50.4	40.0	50.6	48.3
Consortium services	7.3	3.7	12.9	8.6	9.1	11.6	0.0	7.6	15.5	3.6	7.6	4.2

1881 7/27/90

Table F.21(GE)—*Continued*

	Response percentage (Influential)											
	Sociology				Psychology				Biology			
Source	J Comp (*n*=60)	K LA (*n*=21)	L 2 yr. (*n*=60)	Total (*N*=141)	M Comp (*n*=75)	N LA (*n*=38)	O 2 yr. (*n*=67)	Total (*N*=180)	P Comp (*n*=105)	Q LA (*n*=45)	R 2 yr. (*n*=65)	Total (*N*=215)
Chairperson	40.0	23.8	36.7	36.1	45.3	21.1	34.3	39.5	27.6	42.3	38.5	34.0
Dean	16.7	4.8	28.3	19.9	18.6	15.8	25.3	20.5	6.7	11.1	15.4	10.2
Department colleague	66.7	38.1	51.6	56.1	82.7	76.3	61.2	73.3	72.4	62.3	58.5	66.1
Colleague at this college	28.3	19.1	30.0	27.6	26.6	47.4	31.4	32.7	23.8	28.9	24.6	25.1
Colleague at another college	46.7	42.8	35.0	41.1	38.6	57.8	49.3	46.7	29.6	44.5	46.1	37.6
Instructional development center	0.0	4.8	11.6	5.7	8.0	0.0	1.5	3.9	3.9	2.2	3.1	3.3
Audio–visual center	21.7	14.3	26.7	22.7	21.3	18.4	26.9	22.8	16.2	15.5	16.9	16.3
Computer center	11.7	28.5	15.0	15.6	10.7	21.0	7.5	11.7	12.4	13.3	12.3	12.6
Tutoring center	10.0	0.0	6.7	7.1	14.6	15.8	7.5	12.3	11.5	17.8	7.7	11.6
Test scoring service	8.3	0.0	5.0	5.6	14.7	2.6	6.0	8.9	11.4	6.6	3.1	7.9
Family	18.3	14.3	15.0	16.4	18.6	10.5	17.9	16.7	8.6	11.1	15.4	11.2
Disciplinary association	40.0	47.6	41.7	41.8	22.6	21.0	32.8	26.1	15.2	15.6	23.1	17.7)
Instructional design books	45.0	47.6	44.6	44.0	49.4	39.5	49.2	47.3	28.6	35.5	35.4	32.1
Student evaluations	48.3	23.8	56.6	48.2	56.0	50.0	55.2	54.4	40.0	44.4	44.6	42.4
Consortium services	8.4	19.1	18.3	14.1	4.0	5.3	9.0	6.2	8.6	6.6	7.7	7.9

1882 7/27/90

Table F.21(GE)—*Continued*

	Response percentage (Influential)											
	Mathematics				Fine Arts				Language			
Source	S Comp (n=126)	T LA (n=58)	U 2 yr. (n=120)	Total (n=304)	V Comp (n=109)	W LA (n=33)	X 2 yr. (n=63)	Total (n=205)	AA Comp (n=91)	BB LA (n=43)	CC 2 yr. (n=38)	Total (n=172)
Chairperson	54.7	69.0	55.8	57.9	43.1	39.4	49.2	44.4	53.9	51.1	55.3	53.5
Dean	11.9	19.0	19.2	16.2	13.8	33.3	33.4	22.9	14.3	16.3	31.6	18.6
Department colleague	72.2	81.1	81.6	77.7	68.8	60.6	55.6	63.4	71.5	62.8	47.3	63.9
Other colleague	11.1	20.6	16.6	15.1	18.4	36.4	17.5	21.0	15.4	28.0	13.2	18.1
Colleague at another college	28.5	34.5	36.6	32.9	42.2	54.6	50.8	46.8	46.2	60.5	52.6	51.1
Instructional development center	2.4	3.4	6.7	4.3	6.5	3.0	9.6	6.8	4.4	9.4	13.2	7.6
Audio–Visual center	3.2	6.9	8.4	6.0	34.8	33.3	30.1	33.1	19.8	32.6	21.1	23.2
Computer center	13.5	22.4	16.7	16.4	2.8	3.0	8.0	4.4	5.5	4.6	5.3	5.2
Tutoring center	22.3	12.0	27.5	22.4	7.4	3.0	6.3	6.3	11.0	9.3	21.1	12.8
Test scoring service	3.2	3.4	6.6	4.6	4.6	0.0	7.9	4.8	3.3	11.7	5.2	5.8
Family	6.4	10.3	6.7	7.3	15.6	18.2	23.8	18.5	18.7	18.6	21.1	19.2
Disciplinary association	22.3	39.6	24.2	26.3	23.8	15.2	23.8	21.4	38.5	48.9	26.3	28.4
Instructional design books	15.9	25.9	31.7	24.0	31.2	42.4	44.4	39.1	57.2	41.9	36.9	48.8
Student evaluations	41.3	39.7	50.8	44.7	37.6	48.5	54.0	44.4	36.3	51.2	39.5	40.7
Consortium services	4.0	6.9	9.2	6.6	7.4	6.0	6.4	6.8	4.4	25.6	10.5	11.1

1883 7/27/90

Table F.21(P)

Useful Sources of Teaching Assistance (by College Type Within Fields)

	Response percentage (Influential)											
	Ed. Psychology				Nursing				Business			
Source	DD Comp (*n*=29)	EE LA (*n*=15)	FF* 2 yr. (*n*=4)	Total (*N*=48)	GG Comp (*n*=26)	HH* LA (*n*=10)	II 2 yr. (*n*=32)	Total (*N*=68)	JJ Comp (*n*=30)	KK* LA (*n*=14)	LL 2 yr. (*n*=47)	Total (*N*=91)
Chairperson	34.5	66.7		43.8	46.7		50.0	53.7	56.6		53.2	52.8
Dean	17.2	20.0		20.9	15.4		21.9	20.9	40.0		27.6	31.9
Department colleague	75.8	66.7		70.8	80.8		81.3	83.6	63.4		61.7	62.7
Colleague at this college	37.9	53.4		41.7	7.7		12.5	13.4	13.3		19.2	19.8
Colleague at another college	48.3	46.7		45.8	42.3		37.5	41.8	26.7		29.7	28.6
Instructional development center	10.7	6.7		14.6	23.0		18.8	19.4	3.3		10.6	6.6
Audio–visual center	41.4	13.3		33.4	38.4		62.5	49.2	23.4		38.3	30.8
Computer center	31.0	0.0		18.8	26.9		15.6	19.4	16.6		25.5	23.1
Tutoring center	13.7	0.0		8.4	23.4		37.5	28.3	10.0		10.6	12.1
Test scoring service	13.7	0.0		8.4	11.5		25.0	18.0	3.3		8.4	4.4
Family	20.8	13.4		16.6	7.6		28.2	17.9	13.3		21.3	19.8
Disciplinary association	37.9	40.0		39.6	30.7		34.4	37.3	23.3		29.8	29.7
Instructional design books	62.1	73.4		64.6	50.0		65.7	59.7	40.0		48.8	45.1
Student evaluations	51.7	66.6		58.3	73.1		68.8	70.1	50.0		63.8	58.3
Consortium services	6.9	20.0		22.9	7.7		18.8	14.9	3.3		21.3	15.4

* Eliminated from comparison due to small sample size.

1884 7/27/90

Table F.22(GE)

Steps Faculty Consider in Course Planning (by College Type Within Fields)

	Response percentage (Typical of me)											
	Composition				Literature				History			
Step	A Comp (*n*=178)	B LA (*n*=82)	C 2 yr. (*n*=155)	Total (*N*=415)	D Comp (*n*=121)	E LA (*n*=43)	F 2 yr. (*n*=46)	Total (*N*=210)	G Comp (*n*=129)	H LA (*n*=55)	I 2 yr. (*n*=77)	Total (*N*=263)
I select course content	78.2	76.6	82.5	79.5	81.7	90.7	91.3	85.7	81.1	83.3	86.1	83.1
I think about student needs, preparation, and characteristics	81.2	73.2	83.2	80.3	60.9	58.2	65.3	61.2	45.6	56.4	69.7	55.1
I select objectives based on external standards	29.1	26.8	48.0	35.8	21.0	23.3	30.5	23.5	17.3	16.3	41.8	24.5
I draw primarily on my own background and experience	54.2	67.1	60.4	59.1	69.2	76.2	73.9	71.6	72.4	63.6	68.9	69.5
I select textbooks, other resources	58.5	61.8	50.6	56.3	59.2	51.1	58.7	57.5	57.9	56.3	40.2	58.3
I base my choice of activities on what I believe promotes learning	78.3	85.3	76.5	79.0	60.0	48.8	80.5	62.2	47.3	54.6	72.8	56.4
I examine student evaluations from previous courses	38.3	46.3	43.5	41.8	41.1	34.9	41.3	39.9	36.2	25.4	36.0	33.8
I examine examinations from previous courses	42.1	39.0	41.5	41.2	42.0	30.3	43.5	39.9	39.7	32.7	49.4	41.1

Table F.22(GE)—*Continued*

	Response percentage (Typical of me)											
	Sociology				Psychology				Biology			
Step	J Comp (*n*=60)	K LA (*n*=21)	L 2 yr. (*n*=60)	Total (*N*=141)	M Comp (*n*=75)	N LA (*n*=38)	O 2 yr. (*n*=67)	Total (*N*=180)	P Comp (*n*=105)	Q LA (*n*=45)	R 2 yr. (*n*=65)	Total (*N*=215)
I select course content	86.7	79.0	88.4	86.3	86.7	100.0	81.8	87.7	95.2	88.9	92.3	93.0
I think about student needs, preparation and characteristics	51.7	52.6	65.0	57.6	57.3	54.0	62.1	58.4	70.2	66.7	57.3	65.7
I select objectives based on external standards	25.0	57.9	25.0	27.4	22.7	24.3	28.3	25.2	20.4	27.3	28.5	24.3
I draw primarily on my own background and experience	62.7	75.0	65.0	65.5	62.7	57.9	67.2	63.4	61.1	62.3	60.9	61.4
I select textbooks, other resources	62.7	80.0	71.7	69.0	64.0	40.0	49.2	55.5	58.3	73.4	76.1	67.4
I base my choice of activities on what I believe promotes learning	59.3	60.0	75.0	66.2	66.7	53.3	68.7	65.0	50.9	63.6	65.6	58.0
I examine student evaluations from previous courses	56.0	50.0	40.6	48.5	52.4	42.1	53.7	51.1	32.7	42.2	42.2	37.5
I examine examinations from previous courses	45.0	55.0	51.7	49.3	54.7	21.0	49.2	45.5	34.9	33.4	56.3	41.0

Table F.22(GE)—*Continued*

Step	Mathematics S Comp (*n*=126)	 T LA (*n*=58)	 U 2 yr. (*n*=120)	 Total (*N*=304)	Fine Arts V Comp (*n*=109)	 W LA (*n*=33)	 X 2 yr. (*n*=63)	 Total (*N*=205)	Language AA Comp (*n*=91)	 BB LA (*n*=43)	 CC 2 yr. (*n*=38)	 Total (*N*=172)
I select course content	78.2	88.0	74.8	78.7	92.5	90.9	96.8	93.5	84.4	72.1	71.0	78.3
I think about student needs, preparation and characteristics	75.0	82.8	78.2	77.8	67.6	63.6	67.8	67.0	70.0	56.2	62.1	65.3
I select objectives based on external standards	46.0	45.2	55.5	51.4	27.8	33.4	27.8	28.7	38.9	39.6	55.3	42.7
I draw primarily on my own background and experience	50.0	58.7	50.9	52.1	61.5	51.6	62.3	60.1	68.5	55.8	60.5	63.6
I select textbooks, other resources	45.2	55.2	38.1	43.5	63.0	66.6	61.9	63.2	72.6	81.4	68.4	73.9
I base my choice of activities on what I believe promotes learning	54.0	56.9	65.9	59.2	63.6	63.6	70.1	65.8	77.8	83.3	73.6	78.2
I examine student evaluations from previous courses	34.4	41.4	37.0	36.8	32.7	39.4	38.7	35.7	43.4	55.8	50.0	48.0
I examine examinations from previous courses	57.3	48.3	49.6	52.5	40.0	51.5	48.3	44.5	47.8	44.2	60.5	49.7

Response percentage (Typical of me)

1283 7/27/90

Table F.22(P)

Steps Faculty Consider in Course Planning (By College Type Within Fields)

Step	Ed. Psychology DD Comp (*n*=29)	 EE LA (*n*=15)	 FF* 2 yr. (*n*=4)	 Total (*N*=48)	Nursing GG Comp (*n*=26)	 HH* LA (*n*=10)	 II 2 yr. (*n*=32)	 Total (*N*=68)	Business JJ Comp (*n*=30)	 KK* LA (*n*=14)	 LL 2 yr. (*n*=47)	 Total (*N*=91)
I select course content	86.2	100.0		89.2	92.0		96.9	92.4	90.0		87.3	86.9
I think about student needs, preparation and characteristics	68.6	85.7		80.4	80.0		84.4	81.9	76.7		78.8	77.0
I select objectives based on external standards	48.2	78.6		57.4	64.0		71.9	71.2	43.4		59.5	51.7
I draw primarily on my own background and experience	51.7	50.0		55.3	24.0		34.4	30.3	53.3		68.1	63.8
I select textbooks, other resources	55.2	42.9		53.2	80.8		65.7	71.6	60.0		53.2	59.4
I base my choice of activities on what I believe promotes learning	82.2	92.9		84.8	72.0		71.9	74.2	83.3		70.3	74.7
I examine student evaluations from previous courses	55.2	50.0		53.2	84.0		59.4	68.2	36.7		44.7	42.9
I examine examinations from previous courses	55.2	42.8		48.9	76.0		56.3	62.1	50.0		46.8	48.4

Response percentage (Typical of me)

* Eliminated from comparison due to small sample size.

1284 7/27/90

Table F.23(GE)

"Course Planning Steps I Take First" (by College Type Within Fields)

First Step	Composition				Literature				History			
	A Comp (*n*=178)	B LA (*n*=82)	C 2 yr. (*n*=155)	Total (*N*=415)	D Comp (*n*=121)	E LA (*n*=43)	F 2 yr. (*n*=46)	Total (*N*=210)	G Comp (*n*=129)	H LA (*n*=55)	I 2 yr. (*n*=77)	Total (*N*=263)
I select course content	29.3	32.1	33.8	31.6	44.8	50.0	45.2	45.9	57.0	68.6	55.1	59.0
I think about student needs, preparation, and characteristics	21.0	25.6	21.1	22.0	10.5	17.6	16.7	13.3	4.4	7.8	8.7	6.4
I select objectives based on external standards	5.1	5.1	12.7	8.0	2.9	2.9	2.4	2.8	0.0	0.0	5.8	1.7
I draw primarily on my own background and experience	15.9	17.9	13.4	15.4	25.7	14.7	23.8	23.2	28.1	15.7	18.8	22.6
I select textbooks, other resources	6.4	5.1	2.1	4.5	5.7	5.9	0.0	4.4	6.1	5.9	2.9	5.1
I base my choice of activities on what I believe promotes learning	21.0	14.1	14.1	17.0	10.5	5.9	9.5	9.4	4.4	2.0	7.2	4.7
I examine student evaluations from previous courses	0.6	0.0	1.4	0.8	0.0	0.0	0.0	1.1	0.0	0.0	0.0	0.4
I examine examinations from previous courses	0.6	0.0	1.4	0.8	0.0	2.9	2.4	0.0	0.0	0.0	1.4	0.0

Response percentage (First step)

1381 9/18/90

Table F.23(GE)—*Continued*

First Step	Sociology				Psychology				Biology			
	J Comp (*n*=60)	K LA (*n*=21)	L 2 yr. (*n*=60)	Total (*N*=141)	M Comp (*n*=75)	N LA (*n*=38)	O 2 yr. (*n*=67)	Total (*N*=180)	P Comp (*n*=105)	Q LA (*n*=45)	R 2 yr. (*n*=65)	Total (*N*=215)
I select course content	47.2	47.1	42.9	45.2	63.1	77.1	50.8	61.3	69.1	40.0	63.3	61.4
I think about student needs, preparation, and characteristics	17.0	5.9	10.7	12.7	10.8	2.9	14.3	10.4	8.2	22.5	8.3	11.2
I select objectives based on external standards	5.7	5.9	3.6	4.9	0.0	0.0	0.0	0.0	2.1	5.0	5.0	3.6
I draw primarily on my own background and experience	22.6	29.4	19.6	22.2	13.8	11.4	17.5	14.7	11.3	20.0	10.0	12.7
I select textbooks, other resources	5.7	5.9	12.5	8.7	7.7	5.7	3.2	5.5	5.2	5.0	5.0	5.1
I base my choice of activities on what I believe promotes learning	1.9	5.9	8.9	5.6	4.6	2.9	12.7	7.4	2.1	7.5	5.0	4.1
I examine student evaluations from previous courses	0.0	0.0	1.8	0.8	0.0	0.0	1.6	0.6	1.0	0.0	1.7	1.0
I examine examinations from previous courses	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.0	0.0	1.7	1.0

Response percentage (First step)

1382 7/27/90

Table F.23(GE)—*Continued*

First Step	Response percentage (First step)											
	Mathematics				Fine Arts				Language			
	S Comp (*n*=128)	T LA (*n*=58)	U 2 yr. (*n*=120)	Total (*N*=304)	V Comp (*n*=109)	W LA (*n*=33)	X 2 yr. (*n*=63)	Total (*N*=205)	AA Comp (*n*=91)	BB LA (*n*=43)	CC 2 yr. (*n*=38)	Total (*N*=172)
I select course content	41.6	50.0	31.3	38.9	49.0	72.7	51.7	53.9	29.1	52.5	44.1	38.1
I think about student needs, preparation, and characteristics	21.2	16.0	26.8	22.5	13.0	0.0	21.7	13.5	14.0	10.0	8.8	11.9
I select objectives based on external standards	9.7	16.0	10.7	11.3	1.0	3.0	5.0	2.6	8.1	5.0	8.8	7.5
I draw primarily on my own background and experience	13.3	8.0	10.7	11.3	18.0	6.1	10.0	13.5	15.1	20.0	8.8	15.0
I select textbooks, other resources	3.5	8.0	6.3	5.5	11.0	6.1	5.0	8.3	16.3	5.0	14.7	13.1
I base my choice of activities on what I believe promotes learning	6.2	2.0	11.6	7.6	6.0	9.1	5.0	6.2	17.4	7.5	14.7	14.4
I examine student evaluations from previous courses	1.8	0.0	1.8	1.5	2.0	0.0	1.7	1.6	0.0	0.0	0.0	0.0
I examine examinations from previous courses	2.7	0.0	0.9	1.5	0.0	3.0	0.0	0.5	0.0	0.0	0.0	0.0

1383 7/27/90

Table F.23(P)

"Course Planning Steps I Take First" (by College Type Within Fields)

First Step	Response percentage (First step)											
	Ed. Psychology				Nursing				Business			
	DD Comp (*n*=29)	EE LA (*n*=15)	FF* 2 yr. (*n*=4)	Total (*N*=48)	GG Comp (*n*=26)	HH* LA (*n*=10)	II 2 yr. (*n*=32)	Total (*N*=68)	JJ Comp (*n*=30)	KK* LA (*n*=14)	LL 2 yr. (*n*=47)	Total (*N*=91)
I select course content	19.2	30.8		21.4	42.9		57.1	47.4	44.4		29.3	38.3
I think about student needs, preparation, and characteristics	34.6	15.4		26.2	23.8		17.9	19.3	29.6		17.1	18.5
I select objectives based on external standards	23.1	15.4		19.0	19.0		14.3	19.3	3.7		17.1	11.1
I draw primarily on my own background and experience	3.8	15.4		11.9	0.0		0.0	0.0	7.4		22.0	16.0
I select textbooks other resources	7.7	15.4		11.9	4.8		7.1	5.3	7.4		4.9	7.4
I base my choice of activities on what I believe promotes learning	7.7	7.7		7.1	4.8		3.6	7.0	7.4		4.9	6.2
I examine student evaluations from previous courses	3.8	0.0		2.4	4.8		0.0	1.0	0.0		4.9	2.5
I examine examinations from previous courses	0.0	0.0		0.0	0.0		0.0	0.0	0.0		0.0	0.0

* Eliminated from comparison due to small sample size..

Table F.24(GE)

Ways of Communicating Goals to Students (by College Type Within Fields)

	Response percentage (Rely on method)											
	Composition				Literature				History			
Method	A Comp (*n*=178)	B LA (*n*=82)	C 2 yr. (*n*=155)	Total (*N*=415)	D Comp (*n*=121)	E LA (*n*=43)	F 2 yr. (*n*=46)	Total (*N*=210)	G Comp (*n*=129)	H LA (*n*=55)	I 2 yr. (*n*=77)	Total (*N*=263)
Describe in syllabus–detailed	64.5	68.3	64.6	67.6	58.3	65.2	73.4	63.0	55.9	58.5	73.1	61.6
Stress during first class	74.7	75.6	79.1	76.5	70.2	81.0	82.3	75.0	75.4	75.9	78.2	76.4
Stress periodically	81.1	85.4	80.2	81.6	72.7	66.7	66.7	70.2	69.2	60.4	65.4	66.3
Allow students to infer from assignments	67.8	62.2	69.0	67.1	72.5	74.4	71.1	72.6	53.4	56.6	65.4	57.6
Explicitly discuss goals in assignments	82.8	73.2	83.5	81.2	66.1	67.4	68.9	67.0	50.8	61.1	69.2	58.6

Table F.24(GE)—*Continued*

	Response percentage (Rely on method)											
	Sociology				Psychology				Biology			
Method	J Comp (*n*=60)	K LA (*n*=21)	L 2 yr. (*n*=60)	Total (*N*=141)	M Comp (*n*=75)	N LA (*n*=38)	O 2 yr. (*n*=67)	Total (*N*=180)	P Comp (*n*=105)	Q LA (*n*=45)	R 2 yr. (*n*=65)	Total (*N*=215)
Describe syllabus–detailed	61.7	63.2	62.7	62.3	67.5	68.5	64.1	66.5	47.0	70.5	54.1	54.1
Stress during first class	66.7	73.7	69.5	68.8	78.3	76.3	81.3	79.0	60.0	68.2	64.5	63.1
Stress periodically	66.7	63.2	76.3	70.3	56.8	68.4	65.6	62.5	53.0	63.7	67.8	59.7
Allow students to infer from assignments	58.3	89.5	62.7	64.5	42.7	65.8	73.5	63.0	47.5	47.7	54.9	49.8
Explicitly discuss goals in assignments	66.6	68.4	69.5	68.2	63.5	63.2	68.8	65.3	52.6	52.3	59.7	54.6

Table F.24(GE)—*Continued*

Method	Response percentage (Rely on method)											
	Mathematics				Fine Arts				Language			
	S Comp (*n*=126)	T LA (*n*=58)	U 2 yr. (*n*=120)	Total (*N*=304)	V Comp (*n*=109)	W LA (*n*=33)	X 2 yr. (*n*=63)	Total (*N*=205)	AA Comp (*n*=91)	BB LA (*n*=43)	CC 2 yr. (*n*=38)	Total (*N*=172)
Describe syllabus–detailed	39.9	59.6	58.3	51.0	64.8	48.5	75.4	65.3	67.1	56.1	68.4	64.7
Stress during first class	61.3	50.8	51.7	55.9	79.6	60.6	81.0	77.0	69.4	73.8	63.1	69.1
Stress periodically	66.9	61.4	66.4	65.7	69.2	63.6	69.9	68.4	75.0	78.5	63.1	73.2
Allow students to infer from assignments	58.1	45.6	60.5	56.7	68.2	66.7	73.0	69.4	74.1	65.6	68.4	70.7
Explicitly discuss goals in assignments	62.9	53.5	58.0	59.1	64.8	69.7	74.6	68.6	67.5	59.5	73.6	66.8

2383 7/27/90

Table F.24(P)

Ways of Communicating Goals to Students (by College Type Within Fields)

Method	Response percentage (Rely on method)											
	Ed. Psychology				Nursing				Business			
	DD Comp (*n*=29)	EE LA (*n*=15)	FF* 2 yr. (*n*=4)	Total (*N*=48)	GG Comp (*n*=26)	HH* LA (*n*=10)	II 2 yr. (*n*=32)	Total (*N*=68)	JJ Comp (*n*=30)	KK* LA (*n*=14)	LL 2 yr. (*n*=47)	Total (*N*=91)
Describe in syllabus–detailed	79.3	86.7		79.2	84.6		78.2	83.6	70.0		72.3	72.6
Stress during first class	65.5	73.3		66.7	92.3		59.4	74.6	76.7		72.4	75.9
Stress periodically	65.5	73.3		70.8	82.6		75.0	79.1	70.0		65.9	69.3
Allow students to infer from assignments	51.7	53.4		52.1	57.7		61.3	57.5	62.0		68.1	63.4
Explicitly discuss goals in assignments	86.2	80.0		85.5	88.4		71.9	79.2	66.7		68.1	66.0

* Eliminated from comparison due to small sample size.

2384 7/27/90

Table F.25(GE)

Typical Method of Arranging Course Content (by College Type Within Fields)

Arrangement	Response percentage (Like my course)											
	Composition				Literature				History			
	A Comp (*n*=178)	B LA (*n*=82)	C 2 yr. (*n*=155)	Total (*N*=415)	D Comp (*n*=121)	E LA (*n*=43)	F 2 yr. (*n*=46)	Total (*N*=210)	G Comp (*n*=129)	H LA (*n*=55)	I 2 yr. (*n*=77)	Total (*N*=263)
Way relationships occur in real world (Structurally based)	36.0	25.1	36.4	34.0	47.9	48.9	50.0	48.5	74.8	67.2	73.1	72.7
Way students will use it in social, personal, or career setting (Knowledge utilization)	42.3	28.0	37.4	37.6	15.9	16.3	26.1	18.3	14.1	9.1	24.3	16.0
Way major concepts and relationships are organized (Concept based)	67.9	64.2	64.0	65.7	51.3	55.9	67.4	55.8	59.0	63.7	70.5	63.5
Way I know students learn (Learning based)	78.8	81.7	75.5	78.1	47.9	34.9	55.6	46.9	27.2	30.9	47.4	34.1
So that students prepare directly for careers (Vocational)	22.4	8.5	20.2	18.7	7.4	2.3	4.4	5.8	3.2	10.9	16.7	8.8
Way knowledge has been created in my field (Knowledge creation)	29.3	23.2	31.2	28.8	27.5	34.6	43.4	32.0	37.0	29.1	50.0	39.2
To help students clarify values and commitments (Value based)	34.1	36.5	24.5	31.0	53.7	46.5	69.5	55.7	45.3	41.8	48.7	45.6

Table F.25(GE)—*Continued*

Arrangement	Response percentage (Like my course)											
	Sociology				Psychology				Biology			
	J Comp (*n*=60)	K LA (*n*=21)	L 2 yr. (*n*=60)	Total (*N*=141)	M Comp (*n*=75)	N LA (*n*=38)	O 2 yr. (*n*=67)	Total (*N*=180)	P Comp (*n*=105)	Q LA (*n*=45)	R 2 yr. (*n*=65)	Total (*N*=215)
Way relationships occur in real world (Structurally based)	36.2	47.6	45.0	41.7	42.9	34.2	41.8	40.5	56.8	68.2	64.1	62.4
Way students will use it in social, personal, or career setting (Knowledge utilization)	31.6	38.1	55.0	42.7	36.0	21.1	40.3	34.4	9.8	29.6	18.7	16.7
Way major concepts and relationships are organized (Concept based)	86.2	90.5	81.6	84.9	81.3	76.3	74.2	77.6	88.3	84.5	89.2	87.7
Way I know students learn (Learning based)	52.6	42.9	46.7	48.5	49.4	44.7	50.0	48.6	45.1	42.2	41.2	43.4
So that students prepare directly for careers (Vocational)	10.5	9.5	13.3	11.6	14.7	0.0	18.2	12.8	10.8	17.7	17.2	14.2
Way knowledge has been created in my field (Knowledge creation)	36.2	42.8	40.7	39.1	50.6	42.1	36.3	43.6	30.4	46.6	39.1	36.5
To help students clarify values and commitments (Value based)	45.4	30.0	46.7	42.1	37.3	23.7	37.9	34.6	15.6	25.0	17.2	18.1

Table F.25(GE)—*Continued*

Arrangement	Mathematics S Comp (n=126)	T LA (n=58)	U 2 yr. (n=120)	Total (n=304)	Fine Arts V Comp (n=109)	W LA (n=33)	X 2 yr. (n=63)	Total (n=205)	Language AA Comp (n=91)	BB LA (n=43)	CC 2 yr. (n=38)	Total (n=172)
	Response percentage (Like my course)											
Way relationships occur in real world (Structurally based)	34.1	55.1	39.1	40.2	66.0	69.7	56.4	63.6	30.0	31.0	37.8	32.0
Way students will use it in social, personal, or career setting (Knowledge utilization)	25.4	25.9	27.5	26.3	16.7	3.0	27.5	17.7	40.0	39.5	35.1	38.8
Way major concepts and relationships are organized (Concept based)	80.9	87.9	83.3	83.2	72.2	54.6	60.3	65.7	54.0	53.5	59.4	55.0
Way I know students learn (Learning based)	68.8	67.3	72.5	69.9	39.9	51.5	57.4	47.0	81.2	74.4	72.9	77.6
So that students prepare directly for careers (Vocational)	36.5	22.4	28.4	30.6	5.6	3.0	9.7	6.4	16.7	17.1	29.7	19.6
Way knowledge has been created in my field (Knowledge creation)	38.9	35.1	33.4	36.0	25.9	30.3	29.0	27.6	10.0	19.0	27.0	15.5
To help students clarify values and commitments (Value based)	4.8	1.8	4.2	4.0	19.7	30.3	38.7	27.2	7.8	17.1	16.2	11.9

1983 7/27/90

Table F.25(P)

Typical Method of Arranging Course Content (by College Type Within Fields)

Arrangement	Ed. Psychology DD Comp (*n*=29)	EE LA (*n*=15)	FF* 2 yr. (*n*=4)	Total (*N*=48)	Nursing GG Comp (*n*=26)	HH* LA (*n*=10)	II 2 yr. (*n*=32)	Total (*N*=68)	Business JJ Comp (*n*=30)	KK* LA (*n*=14)	LL 2 yr. (*n*=47)	Total (*N*=91)
	Response percentage (Like my course)											
Way relationships occur in real world (Structurally based)	48.1	28.5		42.2	46.2		48.4	45.4	46.6		26.1	34.4
Way students will use it in social, personal, or career setting (Knowledge utilization)	57.1	71.4		63.1	54.0		68.8	62.1	76.7		54.3	62.3
Way major concepts and relationships are organized (Concept based)	75.0	83.8		76.1	96.1		84.6	91.0	70.0		58.7	62.2
Way I know students learn (Learning based)	57.2	64.3		56.5	80.7		74.2	74.2	50.0		50.0	48.9
So that students prepare directly for careers (Vocational)	60.7	57.1		56.6	69.2		90.6	80.6	56.7		56.5	56.7
Way knowledge has been created in my field (Knowledge creation)	25.0	14.3		21.8	38.5		21.9	29.9	60.0		30.5	26.6
To help students clarify values and commitments (Value based)	46.4	21.4		37.0	50.0		25.0	40.3	40.0		43.5	41.1

* Eliminated from comparison due to small sample size.

1984 7/27/90

Table F.26(GE)

Preferred Patterns of Arranging Course Content (by College Type Within Fields)

	Response percentage (First choice)											
	Composition				Literature				History			
Preferred Pattern	A Comp (*n*=178)	B LA (*n*=82)	C 2 yr. (*n*=155)	Total (*N*=415)	D Comp (*n*=121)	E LA (*n*=43)	F 2 yr. (*n*=46)	Total (*N*=210)	G Comp (*n*=129)	H LA (*n*=55)	I 2 yr. (*n*=77)	Total (*N*=263)
Way relationships occur in real world (Structurally based)	5.2	3.9	4.8	4.8	19.5	27.0	30.0	23.2	45.2	44.0	51.5	46.8
Way students will use it in social, personal, or career setting (Knowledge utilization)	12.3	10.4	8.3	10.3	2.7	5.4	0.0	2.6	0.9	2.0	3.0	1.7
Way major concepts and relationships are organized (Concept based)	26.5	27.3	33.8	29.4	34.5	35.1	30.0	33.7	23.5	30.0	25.8	25.5
Way I know students learn (Learning based)	41.9	44.2	37.2	40.6	14.2	13.5	5.0	12.1	5.2	2.0	1.5	3.5
So that students prepare directly for careers (Vocational)	1.9	2.6	4.8	3.2	0.0	0.0	0.0	0.0	0.0	0.0	1.5	0.4
Way knowledge has been created in my field (Knowledge creation)	6.5	3.9	4.8	5.3	4.4	10.8	2.5	5.3	12.2	4.0	10.6	10.0
To help students clarify values and commitments (Value based)	5.8	7.8	6.2	6.4	24.8	8.1	32.5	23.2	13.0	18.0	6.1	12.1

2081 7/27/90

Table F.26(GE)

Preferred Patterns of Arranging Course Content (By College Type Within Fields)

	Response percentage (First choice)											
	Sociology				Psychology				Biology			
Preferred Pattern	J Comp (*n*=60)	K LA (*n*=21)	L 2 yr. (*n*=60)	Total (*N*=141)	M Comp (*n*=75)	N LA (*n*=38)	O 2 yr. (*n*=67)	Total (*N*=180)	P Comp (*n*=105)	Q LA (*n*=45)	R 2 yr. (*n*=65)	Total (*N*=215)
Way relationships occur in real world (Structurally based)	1.8	5.6	5.3	3.8	11.6	7.9	3.3	7.8	20.4	15.0	26.2	21.1
Way students will use it in social, personal, or career setting (Knowledge utilization)	10.9	16.7	14.0	13.1	4.3	5.3	20.0	10.2	63.3	5.0	0.0	1.0
Way major concepts and relationships are organized (Concept based)	47.3	66.7	49.1	50.8	59.4	68.4	51.7	58.7	11.2	50.0	59.0	59.3
Way I know students learn (Learning based)	20.0	5.6	7.0	12.3	5.8	7.9	10.0	7.3	1.0	10.0	8.2	10.1
So that students prepare directly for careers (Vocational)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.5	0.0	1.0
Way knowledge has been created in my field (Knowledge creation)	9.1	5.6	10.5	9.2	8.7	7.9	6.7	7.8	3.1	7.5	4.9	4.5
To help students clarify values and commitments (Value based)	10.9	0.0	14.0	10.8	10.1	2.6	8.3	7.8	1.0	10.0	1.6	3.0

BEST COPY AVAILABLE

2082 7/27/90

Table F.26(GE)—*Continued*

	Response percentage (First choice)											
	Mathematics				Fine Arts				Language			
Preferred Pattern	S Comp (*n*=126)	T LA (*n*=58)	U 2 yr. (*n*=120)	Total (*N*=304)	V Comp (*n*=109)	W LA (*n*=33)	X 2 yr. (*n*=63)	Total (*N*=205)	AA Comp (*n*=91)	BB LA (*n*=43)	CC 2 yr. (*n*=38)	Total (*N*=172)
Way relationships occur in real world (Structurally based)	5.0	3.8	1.8	3.5	35.9	33.3	28.1	33.2	2.4	7.7	6.3	4.5
Way students will use it in social, personal, or career setting (Knowledge utilization)	4.1	3.8	4.4	4.2	1.9	3.0	8.8	4.1	14.5	15.4	15.8	14.9
Way major concepts and relationships are organized (Concept based)	57.9	55.8	54.0	55.9	37.9	33.3	33.3	35.8	21.7	20.5	31.3	23.4
Way I know students learn (Learning based)	20.7	17.3	30.1	23.8	11.7	18.2	17.5	14.5	55.4	53.8	40.6	51.9
So that students prepare directly for careers (Vocational)	7.4	13.5	6.2	8.0	2.9	0.0	1.8	2.1	2.4	2.6	3.1	2.6
Way knowledge has been created in my field (Knowledge creation)	5.0	5.8	3.5	4.5	6.8	9.1	3.5	6.2	3.6	0.0	3.1	2.6
To help students clarify values and commitments (Value based)	0.0	0.0	0.0	0.0	2.9	3.0	7.0	4.1	0.0	0.0	0.0	0.0

2083 7/27/90

Table F.26(P)

Preferred Patterns of Arranging Course Content (by College Type Within Fields)

	Response percentage (First choice)											
	Ed. Psychology				Nursing				Business			
Preferred Pattern	DD Comp (*n*=29)	EE LA (*n*=15)	FF* 2 yr. (*n*=4)	Total (*N*=48)	GG Comp (*n*=26)	HH* LA (*n*=10)	II 2 yr. (*n*=32)	Total (*N*=68)	JJ Comp (*n*=30)	KK* LA (*n*=14)	LL 2 yr. (*n*=47)	Total (*N*=91)
Way relationships occur in real world (Structurally based)	4.2	0.0		2.6	4.0		7.1	4.8	3.7		7.3	4.9
Way students will use it in social, personal, or career setting (Knowledge utilization)	8.3	18.2		12.8	24.0		14.3	17.7	37.0		22.0	25.9
Way major concepts and relationships are organized (Concept based)	54.2	54.5		51.3	44.0		39.3	46.8	40.7		22.0	30.9
Way I know students learn (Learning based)	4.2	18.2		7.7	0.0		14.3	6.5	3.7		12.2	8.6
So that students prepare directly for careers (Vocational)	16.7	9.1		12.8	20.0		25.0	19.4	3.7		26.8	18.5
Way knowledge has been created in my field (Knowledge creation)	0.0	0.0		2.6	0.0		0.0	0.0	3.7		2.4	3.7
To help students clarify values and commitments (Value based)	12.5	0.0		10.3	8.0		0.0	4.8	7.4		7.3	7.4

* Eliminated from comparison due to small sample size.

2084 7/27/90

Table F.27(GE)

Ways of Assisting and Monitoring Student Learning (by College Type Within Fields)

	Response percentage (Like what I do)											
	Composition				Literature				History			
Method	A Comp (*n*=178)	B LA (*n*=82)	C 2 yr. (*n*=155)	Total (*N*=415)	D Comp (*n*=121)	E LA (*n*=43)	F 2 yr. (*n*=46)	Total (*N*=210)	G Comp (*n*=129)	H LA (*n*=55)	I 2 yr. (*n*=77)	Total (*N*=263)
Provide extra help sessions	63.6	63.4	61.1	62.7	36.1	37.2	63.1	42.3	45.6	47.3	46.8	46.3
Provide structure to clarify material	81.2	77.7	85.1	82.0	80.9	76.2	72.2	79.3	76.6	85.2	94.9	83.9
Find ways to motivate students	87.6	84.2	81.9	84.7	80.0	88.4	89.1	83.7	79.7	74.1	82.3	79.4
Show enthusiasm for subject	96.6	97.6	96.8	96.9	99.2	100.0	100.0	99.5	96.9	96.4	97.4	97.0
Show personal concern for students	96.0	82.6	94.8	94.9	92.5	93.0	93.4	92.9	92.2	87.1	89.8	90.4
Provide role model for students	84.1	87.6	79.9	83.2	79.7	88.1	82.6	82.1	70.8	77.7	82.8	75.8

Table F.27(GE)—*Continued*

	Response percentage (Like what I do)											
	Sociology				Psychology				Biology			
Method	J Comp (*n*=60)	K LA (*n*=21)	L 2 yr. (*n*=60)	Total (*N*=141)	M Comp (*n*=75)	N LA (*n*=38)	O 2 yr. (*n*=67)	Total (*N*=180)	P Comp (*n*=105)	Q LA (*n*=45)	R 2 yr. (*n*=65)	Total (*N*=215)
Provide extra help sessions	42.4	57.9	44.0	45.3	36.0	55.2	49.3	45.0	49.1	53.3	40.0	47.2
Provide structure to clarify material	81.4	85.0	81.4	81.9	81.3	86.8	86.2	84.3	80.4	82.3	77.0	79.7
Find ways to motivate students	76.7	75.0	93.3	83.4	82.9	84.2	57.7	84.9	77.8	80.0	81.5	79.5
Show enthusiasm for subject	96.6	100.0	98.3	97.9	98.7	100.0	98.4	98.9	95.2	97.8	93.8	95.3
Show personal concern for students	86.7	95.0	93.2	90.7	84.0	97.4	93.8	90.4	87.5	100.0	90.8	91.2
Provide role model for students	83.3	90.0	88.2	86.3	85.1	86.8	86.1	85.9	74.3	73.4	77.0	74.9

Table F.27(GE)—*Continued*

Method	Response percentage (Like what I do)											
	Mathematics				Fine Arts				Language			
	S Comp (*n*=126)	T LA (*n*=58)	U 2 yr. (*n*=120)	Total (*N*=304)	V Comp (*n*=109)	W LA (*n*=33)	X 2 yr. (*n*=63)	Total (*N*=205)	AA Comp (*n*=91)	BB LA (*n*=43)	CC 2 yr. (*n*=38)	Total (*N*=172)
Provide extra help sessions	56.4	55.2	70.8	62.0	37.0	36.4	40.3	37.9	56.7	62.8	52.7	57.3
Provide structure to clarify material	75.6	91.4	89.1	84.0	75.2	75.0	85.9	78.7	94.3	83.8	92.1	91.1
Find ways to motivate students	61.3	74.2	73.3	68.6	80.7	78.8	90.1	82.3	86.6	92.9	74.7	85.3
Show enthusiasm for subject	92.7	93.1	95.8	94.0	97.3	100.0	98.4	98.1	100.0	100.0	100.0	100.0
Show personal concern for students	87.0	84.7	95.8	91.1	62.6	93.9	95.3	93.6	95.6	100.0	100.0	97.7
Provide role model for students	75.0	74.2	82.5	77.8	81.4	93.9	84.1	84.3	91.1	92.8	78.9	88.8

Table F.27(P)

Ways of Assisting and Monitoring Student Learning (by College Type Within Fields)

Method	Response percentage (Like what I do)											
	Ed. Psychology				Nursing				Business			
	DD Comp (*n*=29)	EE LA (*n*=15)	FF* 2 yr. (*n*=4)	Total (*N*=48)	GG Comp (*n*=26)	HH* LA (*n*=10)	II 2 yr. (*n*=32)	Total (*N*=68)	JJ Comp (*n*=30)	KK* LA (*n*=14)	LL 2 yr. (*n*=47)	Total (*N*=91)
Provide extra help sessions	34.8	33.3		41.7	73.1		87.5	76.1	43.3		64.5	36.3
Provide structure to clarify material	88.2	86.7		87.5	100.0		84.4	92.6	83.4		36.2	79.1
Find ways to motivate students	82.8	86.7		85.5	88.5		84.4	88.1	96.4		76.6	85.8
Show enthusiasm for subject	96.6	86.7		93.8	100.0		100.0	100.0	100.0		89.4	98.9
Show personal concern for students	100.0	100.0		100.0	100.0		100.0	100.0	96.7		100.0	95.6
Provide role model for students	100.0	100.0		100.0	96.1		100.0	98.5	96.7		95.8	92.3

* Eliminated from comparison due to small sample size.

Table F.28(GE)

Useful Indicators of Student Learning (by College Type Within Fields)

Indicator	Composition A Comp (*n*=178)	B LA (*n*=82)	C 2 yr. (*n*=155)	Total (*N*=415)	Literature D Comp (*n*=121)	E LA (*n*=43)	F 2 yr. (*n*=46)	Total (*N*=210)	History G Comp (*n*=129)	H LA (*n*=55)	I 2 yr. (*n*=77)	Total (*N*=263)
Examine results of quizzes/exams	37.8	22.9	47.8	40.8	37.2	28.0	34.8	34.8	28.3	18.2	30.4	27.4
Watch student faces	95.5	93.9	96.1	96.5	95.8	100.0	89.1	95.7	94.6	81.8	86.1	88.1
Observe discussions and participation	96.1	96.3	92.9	95.9	98.3	100.0	97.8	99.0	95.5	85.5	91.1	91.8
Observe after-class questions	72.4	70.8	65.2	70.4	69.4	72.1	76.1	71.8	53.1	60.0	88.5	63.8
Observe frequency of student office visits	70.2	70.7	54.8	65.7	58.3	53.5	69.6	60.4	55.8	56.4	54.4	58.6
Observe class attendance	93.2	93.9	93.5	94..6	97.5	90.7	95.6	96.1	88.4	96.4	91.2	93.0
Observe frequency of completed assignments	92.1	93.9	92.9	94.6	56.9	67.4	78.2	70.8	45.7	50.9	51.9	50.6
Analyze student papers and themes	92.1	95.1	96.8	95.1	53.7	62.8	60.9	57.7	24.9	27.2	27.9	27.1
Examine student course evaluations	11.8	8.6	9.2	10.3	7.4	2.3	15.2	8.1	3.2	3.6	11.4	6.0
Analyze student journals	19.9	12.2	14.2	16.4	10.0	9.3	13.3	10.7	3.3	5.4	5.3	4.4

Response percentage

Note. Percentage calculated on all non-missing variables, including "not applicable."

Table F.28(GE)—*Continued*

Indicator	Sociology J Comp (*n*=60)	K LA (*n*=21)	L 2 yr. (*n*=60)	Total (*N*=141)	Psychology M Comp (*n*=75)	N LA (*n*=38)	O 2 yr. (*n*=67)	Total (*N*=180)	Biology P Comp (*n*=45)	Q LA (*n*=45)	R 2 yr. (*n*=65)	Total (*N*=215)
Examine results of quizzes/exams	20.0	9.5	33.3	24.8	30.7	31.5	23.9	28.5	40.0	51.1	55.4	47.6
Watch student faces	95.0	100.0	96.7	99.3	97.4	86.8	97.0	95.6	91.5	95.6	95.4	93.9
Observe discussion and participations	86.7	90.5	95.0	92.7	85.3	94.3	89.6	89.9	81.9	80.0	90.8	84.6
Observe after-class questions	71.6	80.9	66.6	72.9	58.7	63.1	64.1	62.3	55.5	62.2	64.6	60.1
Observe frequency of student office visits	65.0	71.4	45.0	58.7	57.4	60.5	55.2	58.2	50.5	53.3	61.6	56.0
Observe class attendance	90.0	95.2	95.0	94.9	93.4	92.1	85.1	90.5	86.6	86.6	87.6	87.4
Observe frequency of completed assignments	51.7	33.4	56.7	52.2	49.4	42.1	44.8	46.4	49.5	46.7	46.1	48.4
Analyze student papers and themes	31.6	19.0	28.4	29.2	18.9	18.5	22.4	20.2	15.3	20.0	18.7	17.5
Examine student course evaluations	5.0	0.0	8.8	6.0	8.2	0.0	9.0	6.8	1.0	11.3	1.5	3.3
Analyze student journals	3.3	4.8	3.4	3.8	4.0	0.0	7.7	4.4	1.9	2.3	0.0	1.4

Response percentage

Note. Percentage calculated on all non-missing variables, including "not applicable."

Table F.28(GE)—*Continued*

Indicator	Response percentage											
	Mathematics				Fine Arts				Language			
	S (*n*=126)	T (*n*=58)	U (*n*=120)	(*N*=304)	V (*n*=109)	W (*n*=33)	X (*n*=63)	(*N*=205)	AA (*n*=91)	BB (*n*=43)	CC (*n*=38)	(*N*=172)
Examine results of quizzes/exams	60.0	70.7	61.6	62.9	23.9	33.3	30.2	27.0	83.5	83.7	84.2	84.7
Watch student faces	94.5	100.0	97.5	97.1	91.7	96.9	88.9	92.6	95.6	97.7	97.4	97.1
Observe discussions and participation	88.8	91.4	90.7	90.4	86.2	97.0	90.5	91.0	95.6	97.7	97.4	97.1
Observe after–class questions	69.0	69.0	70.0	70.1	56.9	69.7	76.2	66.2	53.9	48.8	71.1	58.1
Observe frequency of student office visits	77.0	86.3	70.0	77.0	45.0	66.7	39.6	48.2	61.6	58.1	47.4	58.3
Observe class attendance	84.1	93.1	96.7	91.4	85.3	100.0	90.5	91.0	93.4	97.7	97.3	95.9
Observe frequency of completed assignments	65.8	70.7	65.0	67.1	57.8	75.8	63.5	93.6	85.7	90.7	86.8	88.2
Analyze student papers and themes	17.6	26.7	20.2	20.6	37.6	24.2	30.1	33.8	47.3	51.1	47.4	48.5
Examine student course evaluations	4.8	6.9	3.4	4.7	4.6	3.0	12.9	7.0	6.8	11.9	10.5	9.0
Analyze student journals	0.8	10.0	0.8	0.7	5.5	3.0	4.9	5.0	1.1	4.9	5.3	3.0

Note. Percentage calculated on all non–missing variables, including "not applicable."

2683 7/27/90

Table F.28(P)

Useful Indicators of Student Learning (by College Type Within Fields)

Indicator	Response percentage											
	Ed. Psychology				Nursing				Business			
	DD Comp (*n*=26)	EE LA (*n*=15)	FF* 2 yr. (*n*=4)	Total (*N*=48)	GG Comp (*n*=26)	HH* LA (*n*=10)	II 2 yr. (*n*=32)	Total (*N*=68)	JJ Comp (*n*=30)	KK* LA (*n*=14)	LL 2 yr. (*n*=47)	Total (*N*=91)
Examine results of quizzes/exams	20.6	13.3		16.7	38.5		68.8	53.0	33.3		40.4	35.2
Watch student faces	93.1	100.0		95.8	92.3		93.8	94.0	90.0		93.6	93.4
Observe discussions and participation	89.7	100.0		93.8	92.3		96.9	95.6	96.7		95.7	96.7
Observe after–class questions	51.7	46.7		55.3	57.7		68.7	64.6	60.0		72.3	64.9
Observe frequency of student office visits	55.2	40.0		50.1	46.2		81.3	69.7	66.6		51.1	57.8
Observe class attendance	68.9	93.3		79.2	92.3		93.8	92.6	93.3		91.5	92.3
Observe frequency of completed assignments	65.5	60.0		64.6	80.7		90.7	86.6	73.3		61.7	67.1
Analyze student papers and themes	31.0	20.0		29.2	42.3		56.3	51.5	36.7		34.1	34.4
Examine student course evaluations	3.4	6.7		6.4	23.1		3.2	12.1	10.3		12.8	10.0
Analyze student journals	0.0	13.3		8.3	23.0		6.4	13.6	6.7		6.4	5.5

* Eliminated from comparison due to small sample size.

Note. Percentage calculated on all non–missing variables, including "not applicable."

2684 7/27/90

Table F.29(GE)

Confidence in Indicators of Student Learning (By College Type Within Fields)

	Response percentage											
	Composition				Literature				History			
Confidence in indicator	A Comp (*n*=178)	B LA (*n*=82)	C 2 yr. (*n*=155)	Total (*N*=415)	D Comp (*n*=121)	E LA (*n*=43)	F 2 yr. (*n*=46)	Total (*N*=210)	G Comp (*n*=129)	H LA (*n*=55)	I 2 yr. (*n*=77)	Total (*N*=263)
Examine results of quizzes/exams	40.2	29.3	41.8	38.8	58.6	62.8	55.6	58.8	68.8	66.0	68.4	68.1
Watch student faces	52.3	53.8	45.0	49.9	39.0	30.2	53.5	40.2	36.0	30.8	36.4	35.0
Observe discussions and participation	58.6	63.3	50.7	56.5	62.1	44.2	66.7	59.3	44.9	35.3	48.1	43.9
Observe after-class questions	26.7	27.6	21.2	24.8	24.6	18.6	35.6	25.7	15.3	16.0	20.8	17.1
Observe frequency of student office visits	20.1	24.1	16.1	19.4	7.7	7.1	15.6	9.3	13.3	5.8	8.0	10.1
Observe class attendance	38.9	45.0	45.4	42.5	37.1	37.2	47.7	39.4	32.8	39.2	40.3	36.4
Observe frequency of completed assignments	56.6	66.7	66.9	62.4	50.8	56.1	61.4	54.2	37.7	34.0	46.7	39.7
Analyze student papers and themes	84.7	90.0	89.4	87.5	73.3	79.1	71.1	74.0	55.6	60.0	57.9	57.2)
Examine student course evaluations	21.0	16.5	17.2	18.7	18.8	27.9	33.3	23.9	19.4	22.4	25.0	21.7
Analyze student journals	14.9	17.9	12.7	14.6	13.6	20.0	13.3	14.8	3.3	2.0	4.0	3.2

Note. 95% confidence only (code=4), taken as percentage of all respondents, including "not applicable."

Table F.29(GE)—*Continued*

	Response percentage											
	Sociology				Psychology				Biology			
Confidence in indicator	J Comp (*n*=60)	K LA (*n*=21)	L 2 yr. (*n*=60)	Total (*N*=141)	M Comp (*n*=75)	N LA (*n*=38)	O 2 yr. (*n*=67)	Total (*N*=180)	P Comp (*n*=105)	Q LA (*n*=45)	R 2 yr. (*n*=65)	Total (*N*=215)
Examine results of quizzes/exams	50.0	35.0	58.6	51.5	69.4	70.3	55.4	64.4	82.7	56.8	73.0	74.1
Watch student faces	47.3	52.4	47.5	48.1	48.6	51.4	44.6	47.7	31.7	40.0	41.5	36.5
Observe discussions and participation	49.1	47.6	56.9	52.2	47.2	41.7	46.2	45.7	37.6	28.9	34.4	34.8
Observe after-class questions	28.6	28.6	24.1	26.7	19.4	16.2	23.1	20.1	14.0	13.3	13.8	13.8
Observe frequency of student office visits	16.1	14.3	7.0	11.9	13.9	13.5	12.3	13.2	8.1	18.6	10.9	11.2
Observe class attendance	31.6	38.1	43.1	37.5	33.3	22.2	29.2	29.5	24.2	33.3	34.4	29.3
Observe frequency of completed assignments	33.3	47.6	40.7	38.7	27.8	16.7	26.6	25.0	27.3	25.0	29.2	27.4
Analyze student papers and themes	49.1	57.1	50.0	50.7	32.4	41.7	40.0	37.2	22.0	27.3	24.6	23.9
Examine student course evaluations	25.9	15.8	14.0	19.4	26.8	22.9	26.6	25.9	19.4	20.9	20.0	19.9
Analyze student journals	7.4	10.1	14.0	10.7	5.5	5.4	14.1	8.6	2.9	4.5	3.1	3.3

Note. 95% confidence only (code=4), taken as percentage of all respondents, including "not applicable."

Table F.29(GE)—*Continued*

Confidence in indicator	Mathematics S Comp (*n*=126)	T LA (*n*=58)	U 2 yr. (*n*=120)	Total (*N*=304)	Fine Arts V Comp (*n*=109)	W LA (*n*=33)	X 2 yr. (*n*=63)	Total (*N*=205)	Language AA Comp (*n*=91)	BB LA (*n*=43)	CC 2 yr. (*n*=38)	Total (*N*=172)
Examine results of quizzes/exams	85.4	86.0	80.7	83.6	56.2	51.5	65.5	58.2	76.4	72.1	67.6	73.4
Watch student faces	32.0	38.6	55.8	42.7	44.8	54.5	60.0	51.0	68.9	52.4	67.6	64.5
Observe discussions and participation	33.6	33.9	45.0	38.2	42.3	56.3	54.1	48.2	75.6	73.2	70.3	73.8
Observe after-class questions	20.2	14.0	22.0	19.7	19.2	27.3	26.2	22.7	17.8	15.4	22.9	18.3
Observe frequency of student office visits	20.2	33.3	30.8	26.8	11.4	18.2	13.3	13.1	12.2	14.6	13.5	13.1
Observe class attendance	33.6	45.6	39.5	38.2	43.3	42.4	52.5	46.0	62.9	70.7	45.9	61.1
Observe frequency of completed assignments	40.0	42.1	45.4	42.5	44.7	40.6	47.5	44.9	60.0	64.3	67.6	62.7
Analyze student papers and themes	15.2	16.1	17.6	16.3	51.4	60.6	45.0	51.0	40.0	34.9	32.4	37.1
Examine student course evaluations	11.3	19.6	15.4	14.5	18.3	27.3	27.9	22.7	20.5	24.4	25.0	22.4
Analyze student journals	4.0	0.0	0.8	0.3	8.7	12.1	5.0	8.1	1.1	4.9	5.6	3.0

Response percentage

Note. 95% confidence only (code=4), taken as percentage of all respondents, including "not applicable."

Table F.29(P)

Confidence in Indicators of Student Learning (by College Type Within Fields)

Response percentage

Confidence in indicator	Ed. Psychology DD Comp (*n*=29)	EE LA (*n*=15)	FF* 2 yr. (*n*=4)	Total (*N*=48)	Nursing GG Comp (*n*=26)	HH* LA (*n*=10)	II 2 yr. (*n*=32)	Total (*N*=68)	Business JJ Comp (*n*=30)	KK* LA (*n*=14)	LL 2 yr. (*n*=47)	Total (*N*=91)
Examine results of quizzes/exams	51.7	33.3		41.7	76.9		75.0	73.1	62.1		60.9	62.9
Watch student faces	51.7	53.3		47.9	46.2		48.4	47.0	41.4		54.3	51.7
Observe discussions and participation	55.2	46.7		54.2	53.8		37.5	46.3	51.7		63.0	57.3
Observe after-class questions	17.2	20.0		18.8	12.0		16.1	15.4	17.2		30.4	22.5
Observe frequency of student office visits	10.3	26.7		6.3	16.0		18.8	18.2	17.2		21.7	18.2
Observe class attendance	20.7	46.7		29.2	46.2		59.4	47.8	37.9		39.1	40.4
Observe frequency of completed assignments	37.9	40.0		39.6	56.0		66.7	59.4	51.7		58.7	53.9
Analyze student papers and themes	44.8	46.7		43.8	54.2		58.1	53.1	39.3		32.6	36.4
Examine student course evaluations	27.6	13.3		23.4	42.3		41.9	40.9	26.7		26.7	27.6)
Analyze student journals	3.4	6.7		6.3	19.2		9.7	13.6	3.4		6.5	4.5

* Eliminated from comparison due to small sample size.

Note. 95% confidence only (code=4), taken as percentage of all respondents, including "not applicable.".

APPENDIX G

Factor Analysis Tables

Appendix G

Tables

G.1 Associations Among Faculty Characterizations of Their Teaching Fields
G.2 Associations Among Influences of Discipline on Planning Introductory Courses
G.3 Associations Among Considerations Influencing Selection of Course Content
G.4 Associations Among Influences of Discipline in Planning Introductory Courses and Selecting Course Topics
G.5 Associations Among Influences of Faculty Background and Beliefs in Planning Introductory Courses
G.6 Associations Among Faculty Beliefs About Educational Purpose
G.7 Associations Among Content Influences on Course Planning–Summary (Faculty Background and Discipline Influences)
G.8 Associations Among Perceived Characteristics of Sponsoring Programs
G.8 Associations Among Perceived Characteristics of Sponsoring Programs
G.9 Associations Among Perceived Characteristics of College
G.10 Influence of Goals and Missions on Planning Introductory Courses (Factor Analysis)
G.11 Influence of Student Characteristics in Planning Introductory Courses (Factor Analysis)
G.12 Influence of External Agencies on Planning Introductory Courses (Factor Analysis)
G.13 Influence of Various Facilities and Constraints in Course Planning (Factor Analysis)
G.14 Influence of Sources and Services in Planning Introductory Courses (Factor Analysis)
G.15 Contextual Influences on Course Planning–Summary Factor Analysis
G.16 Useful Sources of Teaching Assistance (Factor Analysis)
G.17 Steps in Course Planning (Factor Analysis)
G.18 Typical Sequencing of Content in Introductory Courses (Factor Analysis)
G.19 Ways of Assisting and Monitoring Student Learning (Factor Analysis)
G.20 Useful Indicators of Student Learning (Factor Analysis)

Table G.1

Associations Among Faculty Characterizations of Their Teaching Fields

Item	Factors 1 Group of individuals sharing related interest in inquiry; phenomena to explain	2 Set of skills to be mastered and applied	3 Organized body of knowledge, concepts and operations
Mode of inquiry	.62		
Interrelated set of interests and values	.61		
Skills to be mastered		.86	
Skills to be applied		.87	
Phenomena to explain	.54		
Individuals who share common interests in understanding world	.63		
Organized body of knowledge			0.68
Interrelated concepts and operations			0.63
Percent variance	18.6	19.5	12.2
Total variance	18.6	38.1	50.3

Kaiser statistic = 0.77, N =2175

8G 7/26/90

Table G.2

Associations Among Influences of Discipline on Planning Introductory Courses

Item	Factors 1 Interrelatedness/ Student intellectual development	2 Concepts and mode of inquiry	3 Skill development
Students should:			
Understand important concepts and principles in field		.77	
Be introduced to the mode of inquiry in field		.50	
Acquire essential skills in field			.84
See importance of relating field to other fields	.50		
Link concepts in my field to social problems	.73		
Understand field can make an important contribution to student development	.66		
Acquire specialized vocabulary in field at early stage			
Examine diverse views about what is worth studying in field	.61		
Percent variance	21.3	13.6	10.6
Total variance	21.3	34.9	45.5

Kaiser statistic = 0.48, N =2269

15GA 7/26/90

Table G.3

Associations Among Considerations Influencing Selection of Course Content

	Factors		
Item	1 Transmission and integration of great ideas and inquiry methods	2 Search for life meaning and finding enjoyment in learning	3 Useful problem solving and career development
The topic:			
Conveys important or fundamental concepts in field	.51		
Stimulates students in search for meaning		.55	
Assists students in search for meaningful career			.66
Is easy for students to learn		.54	
Helps students integrate ideas into accumulative knowledge base	.52		
Is enjoyable for students to learn		.77	
Encourages students to do more investigation on their own	.49	.55	
Interrelates fundamental and lower level concepts into broader principles	.66		
Is useful in solving problems, making decisions or performing on the job			.73
Provides important examples of inquiry in field	.58		
Percent variance	17.7	17.1	11.5
Total variance	17.7	34.8	46.3

Kaiser statistic = 0.59, N =2231

Table G.4

Associations Among Influences of Discipline in Planning Introductory Courses and Selecting Course Topics

	Factors		
Item	1 Student development (intellectual development, problem–solving, investigation on own, enjoyment of learning)	2 Transmit and integrate great ideas, concepts, modes of inquiry, principles	3 Vocational preparation, career search, useful problem solving
Students should:			
Understand important concepts and principles in field		.63	
Be introduced to the mode of inquiry in field		.52	
Acquire essential skills in field			.48
See importance of relating field to other fields	.39		
Link concepts in my field to social problems		.65	
Understand field can make an important contribution to student development	.59		
Acquire specialized vocabulary in field at early stage			
Examine diverse views about what is worth studying in field	.59		
The Topic:			
Conveys important or fundamental concepts in field		.55	
Stimulates students in search for meaning		.75	
Assists students in search for meaningful career			.59
Is easy for students to learn			.39
Helps students integrate ideas into a cumulative knowledge base	.44		

Table G.4—*Continued*

Item	Factors 1 Student development (intellectual development, problem–solving, investigation on own, enjoyment of learning)	2 Transmit and integrate great ideas, concepts, modes of inquiry, principles	3 Vocational preparation, career search, useful problem solving
Is enjoyable for students to learn	.62		
Encourages students to do more investigation on their own	.62		
Interrelates fundamental and lower level concepts into broader principles		.50	
Is useful in solving problems, making decisions or performing on the job			.65
Provides important examples of inquiry in field		.52	
Percent variance	18.3	11.4	9.0
Total variance	18.3	29.7	38.7

Kaiser statistic = 0.62, N =2199

15GA/18G 7/26/90

Table G.5

Associations Among Influences of Faculty Background and Beliefs in Planning Introductory Courses

Item	Factors 1 Preparation in academic field	2 Religious and political beliefs	3 Teaching experience and beliefs about educational purpose and process	4 Pedagogical training
My beliefs about educational purpose			.57	
My religious beliefs		.67		
My beliefs about teaching as a process			.68	
My political beliefs		.64		
Things learned through teaching experience			.46	
Things learned in formal education courses				.70
Things learned in instructional workshops				.70
Things learned as practitioner in field	.61			
Way the course was taught when I took it				
My preparation as a scholar in the discipline	.47			
My preparation as a practitioner in the field	.84			
Percent variance	13.5	9.6	12.0	10.3
Total variance	13.5	23.1	35.1	45.4

Kaiser statistic = 0.59, N =2223

15GB 7/26/90

Table G.6

Associations Among Faculty Beliefs About Educational Purpose

Item	Factors 1 Student intellectual and personal development	 2 Vocational preparation/ Systematic instruction
Social change	.58	
Effective thinking		
Systematic instruction		.57
Vocational development		.63
Determined by mission and resource constraints		
Personal enrichment	.62	
Learn great ideas of humanity	.45	
Clarify values and achieve commitment	.68	
Percent variance	19.0	19.0
Total variance	19.0	29.9

Kaiser statistic = 0.40, N =2251

Table G.7

Associations Among Content Influences on Course Planning–Summary (Faculty Background and Discipline Influences)

	Factors					
Influence	1 Importance of personal and intellectual dev. (search for meaning, integration of ideas, diverse viewpoints, desire to investigate on own)	2 Importance of vocational development, career search; Influence of instructor's pedagogical training	3 Importance of acquiring disciplinary and interdisciplinary concepts (mode of inquiry, great ideas, inter-relatedness of ideas)	4 Influences of instructor's training as scholar, practitioner	5 Influence of instructor's religious and political beliefs; instructor's interest in education to solve social problems	6 Influence of instructor's teaching experience and beliefs about educational purpose and process
My beliefs about educational purpose						.55
My religious beliefs					.54	
My beliefs about teaching as a process						.63
My political beliefs					.64	
Things learned through teaching experience						.46
Things learned throughformal education courses		55				
Things learned in instructional workshops		54				
Things learned in practitioner experience				.59		
The way I was taught						
My scholarly preparation in the discipline				.47		
My practitioner preparation				.80		

Table G.7—*Continued*

Influence	1 Importance of personal and intellectual dev. (search for meaning, integration of ideas, diverse viewpoints, desire to investigate on own)	2 Importance of vocational development, career search; Influence of instructor's pedagogical training	3 Importance of acquiring disciplinary and interdisciplinary concepts (mode of inquiry, great ideas, interrelatedness of ideas)	4 Influences of instructor's training as scholar, practitioner	5 Influence of instructor's religious and political beliefs; instructor's interest in education to solve social problems	6 Influence of instructor's teaching experience and beliefs about educational purpose and process
	Factors					
Students should:						
Understand important concepts and principles			.63			
Be introduced to the mode of inquiry			.55			
Acquire essential skills						
See importance of relating field to other fields						
Link concepts to social problems	.49				.44	
Field contributes to student development	.50					
Acquire specialized vocabulary						
Examine diverse views about what is worth studying	.45					

Table G.7—*Continued*

Influence	1 Importance of personal and intellectual dev. (search for meaning, integration of ideas, diverse viewpoints, desire to investigate on own)	2 Importance of vocational development, career search; Influence of instructor's pedagogical training	3 Importance of acquiring disciplinary and interdisciplinary concepts (mode of inquiry, great ideas, interrelatedness of ideas)	4 Influences of instructor's training as scholar, practitioner	5 Influence of instructor's religious and political beliefs; instructor's interest in education to solve social problems	6 Influence of instructor's teaching experience and beliefs about educational purpose and process
	Factors					
The Topic:						
Conveys fundamental concept in field			.56			
Stimulates students in search for meaning	.67					
Assists students in career search		.61				
Is easy for students to learn		.45				
Helps integrate ideas	.46					
Is enjoyable for students to learn	.65					
Encourages students to investigate on own	.64					
Interrelates fundamental principles			.52			
Useful in solving problems, making decisions		.55				
Provides important examples of inquiry in field			.57			

Kaiser statistic = 0.63, N =2130

Table G.8

Associations Among Perceived Characteristics of Sponsoring Programs

Item	Factors 1 Program mission distinct and clear; strong coordination, prescription, interrelatedness	 2 Program mission as teaching, learning, and applying concepts
Teaching a major program goal		.44
Research a major program goal		
Students in program should learn concepts		.77
Students in program should apply concepts		.66
Course content in program is tightly coordinated	.63	
Student programs in program are largely prescribed	.56	
Program mission is distinctive	.65	
Program mission is clearly understood by faculty	.63	
Courses in program are interrelated	.66	
Percent variance	24.5	15.7
Total variance	24.5	40.2

Kaiser statistic = 0.63, N =2143

SG 7/26/90

Table G.9

Associations Among Perceived Characteristics of College

Item	Factors 1 College mission distinct and clear; strong coordination, prescription, interrelatedness	 2 College mission as learning and applying concepts
Teaching a major college goal		
Research a major college goal		
Students in college should learn concepts		.77
Students in college should apply concepts		.70
Course content in college is tightly coordinated	.60	
Student programs in college are largely prescribed	.41	
College mission is distinctive	.62	
College mission is clearly understood by faculty	.63	
Courses in college are interrelated	.80	
Programs in college are interrelated	.79	
Percent variance	28.5	15.3
Total variance	28.5	43.8

Kaiser statistic = 0.78, N =2133

SG 7/25/90

Table G.10

Influence of Goals and Missions on Planning Introductory Courses (Factor Analysis)

Item	Factor
	1
The distinctive goals of my college	.66
The specific goals of my program or department	.75
The general responsibility of my program in contributing to the college	.69
The extent to which my program prescribes what I teach	.63
The extent to which content is interrelated with other programs	.58
The requirements of courses students will take later	.53
Percent variance	41.3
Total variance	41.3

Kaiser statistic = 0.62, N =2271

1SGC 7/26/90

Table G.11

Influence of Student Characteristics in Planning Introductory Courses (Factor Analysis)

Item	Factors	
	1 Student preparation, effort and ability	2 Student goals
Preparation of students in class	.72	
Degree of effort students exhibit	.75	
Ability of students in class	.81	
Interests of students in class	.52	
Time pressures on students in class	.49	
Life goals of students in class		.79
Career goals of students in class		.82
Educational goals of students in class		.73
Successes and failures of students I have taught previously		
Percent variance	27.6	24.8
Total variance	27.6	52.4

Kaiser statistic = 0.76, N =2257

1SGD 7/26/90

Table G.12

Influence of External Agencies on Planning Introductory Courses (Factor Analysis)

Item	Factor 1
Accreditation standards	.80
Employer expectations	.73
Professional associations	.73
External examinations	.83
College–wide achievement tests	.78
Entry–level tests, next level	.76
Other college requirements	.65
Percent variance	57.1
Total variance	57.1

Kaiser statistic = 0.82, N =2246

Table G:13

Influence of Various Facilities and Constraints in Course Planning (Factor Analysis)

	Factors	
Item	1 Influence of facilities and assistance	2 Influence of pragmatic constraints
Availability of:		
Appropriate textbooks	.44	
Facilities (labs, computers, etc.)	.78	
Opportunities (clinics, field trips, etc.)	.73	
Teaching or laboratory assistants	.63	
Secretarial assistance	.58	
Supplies	.70	
Class size		.63
Class schedule		.68
Assigned workload		.78
Promotion or tenure pressures		.48
Required instructional mode		
Percent variance	25.0	18.5
Total variance	25.0	43.5

Kaiser statistic = 0.70, N =2249

Table G.14

Influence of Sources and Services in Planning Introductory Courses (Factor Analysis)

Item	Factors 1 Influence of campus offices	 2 Influence of print information sources	 3 Influence of library and audiovisual center	 4 Influence of colleagues in field
Advising office	.68			
Instructional development office	.70			
Student services office	.68			
Library services			.73	
Audio visual services			.74	
Program chairperson				.69
Colleague				.70
Mentor				
Articles or books by teaching/learning experts		.71		
Articles or books by discipline experts		.80		
Percent variance	15.8	13.1	12.1	11.3
Total variance	15.8	28.9	41.0	52.3

Kaiser statistic = 0.58, N =2311

*Minimal value used for "not applicable" responses

15GG 7/25/90

Table G.15

Contextual Influences on Course Planning–Summary Factor Analysis

Influence	Factors 1 External influences	 2 Available facilities, opportunities, assistance	 3 Student characteristics	 4 Service offices	 5 Constraints and pragmatic issues	 6 College/ program goals and mission	 7 Student goals	 8 Learning and disciplinary books/ articles
Distinctive goals of my college						.56		
Specific goals of my program						.73		
Program contribution to college						.62		
Program prescribes what I teach						.56		
Content interrelatedness with other programs						.41		
Requirements of courses students will take later						.40		
Accreditation standards	70							
Employer expectations	63							
Professional associations	64							
External examinations	77							
College–wide tests	.71							
Entry–level tests, next level	70							
Transfer requirements	69							
Student preparation			.70					
Student effort			.72					

17G 7/26/90

Table G.15 —*Continued*

Influence	Factors 1 External influences	2 Available facilities, opportunities, assistance	3 Student characteristics	4 Service offices	5 Constraints and pragmatic issues	6 College/ program goals and mission	7 Student goals	8 Learning and disciplinary books/ articles
Student ability			.80					
Student interests			.54					
Time pressures on students			.48					
Life goals of students							.72	
Career goals of students							.67	
Educational goals of students							.60	
Success of previous students								
Availability of:								
Appropriate textbooks		.39						
Facilities (labs, etc.)		.67						
Opportunities (clinics, etc.)		.71						
Teaching or lab assistants		.50						
Secretarial assistance		.54						
Supplies		.64						
Class size					.52			
Class schedule					.64			
Assigned workload					.74			

Table G.15 —*Continued*

Influence	Factors 1 External influences	2 Available facilities, opportunities, assistance	3 Student characteristics	4 Service offices	5 Constraints and pragmatic issues	6 College/ program goals and mission	7 Student goals	8 Learning and disciplinary books/ articles
Promotion or tenure pressure					.44			
Required mode of instruction					.38			
Advising office				.62				
Instructional development office				.61				
Student services office				.65				
Library services			.39					
Audio-visual services		.54						
Program chairperson								
Colleague								
Mentor								
Articles or books by teaching/learning experts								.68
Articles or books by discipline experts								.71
Percent variance	10.6	7.1	6.4	3.7	5.2	6.1	4.3	3.4
Total variance	10.6	17.7	24.1	27.8	33.0	30.1	43.4	46.8

Kaiser statistic = 0.75, N =2140

Table G.16

Useful Sources of Teaching Assistance (Factor Analysis)

	Factors		
Item	1 Local services	2 Colleagues elsewhere	3 Local colleagues
Department or division chair			.51
Dean			.37
Department colleague			.49
Nondepartment colleague at the college		.34	
Colleague at another institution		.54	
Instructional development center	.56		
Audio visual service center	.49		
Computer center	.47		
Student assistance or tutoring center	.38		
Test scoring service	.52		
Family members			
Disciplinary or professional association		.68	
Books or articles on instructional design		.51	
Course evaluations from students	.36		
Services of a consortium of institutions		.34	
Percent variance	10.0	10.1	7.1
Total variance	10.0	20.1	27.2

Kaiser statistic = 0.40, N =2311

"Minimal values used for "not applicable" items

Table G.17

Steps in Course Planning (Factor Analysis)

	Factor
Item	1
Select content from field	.36
Think about student characteristics	.55
Select objectives based on external influences	.41
Select objectives based on own background, beliefs, and experience	
Select textbooks, other resources	.46
Select activities based on learning theory and past experience	.57
Look at student evaluations	.67
Look at previous examination results	.67
Percent variance	26.2
Total variance	26.2

Kaiser statistic = [illegible] 48, N =2269

Table G.18

Typical Sequencing of Content in Introductory Courses (Factor Analysis)

Item	Factors 1 Knowledge use/ learning–based	 2 Knowledge creation/ value development
Structurally–based		
Knowledge utilization	.63	
Concept–based		
Learning–based	.54	
Vocationally–based	.60	
Knowledge creation		.54
Value development		.55
Percent variance	16.8	13.1
Total variance	16.8	29.9

Kaiser statistic = 0.44, N =2257

19G 7/26/90

Table G.19

Ways of Assisting and Monitoring Student Learning (Factor Analysis)

Item	Factor 1
Provide extra help sessions	.34
Provide structure to clarify material	.38
Find ways to motivate students	.61
Show enthusiasm for subject	.65
Show personal concern for students	.69
Provide role model for students	.56
Percent variance	30.8
Total variance	30.8

Kaiser statistic = 0.48, N =2269

Table G.20

Useful Indicators of Student Learning (Factor Analysis)

Item	Factors 1 Personal observations of behavior	 2 Assignments	 3 Examinations
Examine results of quizzes/exams			.93
Watch student face/body language	.47		
Observe discussion and participations	.56		
Observe after-class questions	.59		
Observe frequency of student office visits	.55		
Observe class attendance	.44		
Observe frequency of complete assignments		.62	
Analyze student papers and themes		.78	
Examine student course evaluations		.37	
Analyze student journals		.46	
Percent variance	14.6	14.0	9.0
Total variance	14.6	28.6	37.6

Kaiser statistic = 0.48, N =2259

"Not applicable responses" omitted

26G 7/25/90

Table No number yet

General Categories of Influence on Course Planning (Factor Analysis)

Item	Factors 1 Influences external to instructor	 2 Instructor's background and teaching field
Characteristics of field I teach		.44
My own background and education		.71
Characteristics of students in my class		
Goals of my college	.71	
Goals of my program	.69	
Goals of external groups such as employers or state licensing boards	.57	
Availability of instructional materials	.35	
Opinions of knowledgeable others	.40	
Percent variance	21.1	11.8
Total variance	21.2	32.9

Kaiser statistic = 0.51, N =2262

14G 7/25/90

APPENDIX H

Course Planning Exploration Survey Form

COURSE PLANNING EXPLORATION

This questionnaire explores issues of course planning with college faculty members who teach in various undergraduate fields. The results of the survey will be aggregated and used to outline the variety of planning models used by faculty in both academic and career programs. Individual responses will not be identifiable in any report.

The questions focus on a **specific introductory course** that you have taught at least once in the last 12 months. Students in this course typically will be taking their first college course in your field.

In order to avoid words that are field-specific, we discussed most items in this survey with several faculty members in seven fields. Nonetheless, due to differences among fields, and among types of colleges, some questions or choices may seem more familiar than others. Please try to answer each question but feel free to add notes in the places provided whenever the questions seem ambiguous to you.

Please do not let the apparent length of the survey deter you. It should take between 30 and 60 minutes to complete. At the end of each part of the questionnaire, we have inserted space for comments or additional information you may wish to provide. Faculty members who have participated in developing the survey have found it useful and thought-provoking to think about the steps they take in planning their courses. We hope that you too will enjoy reflecting on your own planning processes.

If you have questions about the survey, contact:

Malcolm A. Lowther, Professor
National Center for Research to Improve Postsecondary Teaching and Learning
Suite 2400, School of Education Building
University of Michigan
Ann Arbor, Michigan 48109-1259
(313) 936-2741

NCRIPTAL
NATIONAL CENTER FOR
RESEARCH TO IMPROVE
POSTSECONDARY
TEACHING and LEARNING

© 1987, The Regents of The University of Michigan for the National Center for Research to Improve Postsecondary Teaching and Learning. All rights reserved.

NCRIPTAL SURVEY OF COURSE PLANNING

List of Course Types Included in the Survey

When answering the first question on the opposing page, select a code number from this list to indicate the type of course on which you will focus as you answer the survey.

1. **Freshman composition.** These writing courses are taken by beginning students with average preparation. They may be required or strongly suggested for all or some of the students.

2. **Introductory literature.** These courses may cover any genre of literature, but they should represent undergraduate students' first encounter with literature taught at the college level.

3. **History.** These may be courses in either American history or "Western Civilization." They should represent the first college level history courses students might take.

4. **Sociology.** These should be introductory sociology courses typically taken by lower division students as first social science electives or to meet distribution requirements.

5. **Psychology.** These should be introductory psychology courses typically taken by lower division students as first electives or to meet distribution requirements. It is not important whether psychology is classified as a natural science or a social/behavioral science.

6. **Educational Psychology.** This should be the first educational psychology course taken by students who plan to enter educational careers. Depending upon the institutional plan, this course may be taken either before or after formal admission to a program in education.

7. **Biology.** These should be the first biology courses that lower division students take in college. They may be taken by prospective majors, by general studies students, or by both groups.

8. **Mathematics.** The courses should be introductory mathematics courses taught at or above the level of college algebra.

9. **Introductory Fine Arts.** These non-performance courses should be those elected by lower division students as first college courses in any of the arts. They should be designed to achieve cultural or historical understanding rather than skill development.

10. **Romance Language.** These will be beginning courses in French, Spanish, or Italian that are taken by students without prior background or whose test scores indicated they should repeat an introductory course.

11. **Introduction to Nursing.** This will be the first course typically offered to students entering the nursing program. Generally, it will include a profession orientation and broad view of the field.

12. **Introduction to Business.** This will be the first course offered to students planning to study some area of business or business administration. Although not all business programs offer such survey courses, those that do frequently plan the course to provide a broad view of the field.

PLANNING YOUR INTRODUCTORY COURSE

Please select an introductory course you teach that falls into one of the twelve types of courses listed on the opposing page (inside the front cover of this booklet). Describe the course, the students who enroll, and the program that offers the course below. **Then keep the course in mind as you answer the survey.**

1:1-4
1:5-8

I. YOUR INTRODUCTORY COURSE AND PROGRAM

1. Using the list on the opposing page, write the number (1-12) of the group that includes your course in the box at the right. ☐ (1:9-10)

2a. Title of the course on which you will focus ________________________________ (1:11-12)

2b. Course number ____________ 3. Year and term last taught ______________________ (1:13-15)

4. Number of students last time ____ 5. Number of times you have taught this course ____ (1:16-18) (1:19-20)

6. Are additional sections offered by other instructors ? ☐ YES ☐ NO (1:21)

7. *In the list below check the statement that **best** describes the level and purpose of the course.* (1:22)

☐ a developmental (remedial) course offered without degree credit
☐ a developmental (remedial) course offered with degree credit
☐ a general education course for students with limited background
☐ a general education course for both prospective majors and others
☐ an introductory course for prospective majors
☐ an introductory course in a trade or technical career program
☐ a division-wide core course
☐ a college-wide core course

8. *In their background preparation, students who enroll in this course are most typically: (Check one)* (1:23)

☐ not at all prepared
☐ somewhat prepared
☐ very well prepared
☐ extremely well prepared

9. *In their coursework, students who enroll in this course generally: (Check one)* (1:24)

☐ exhibit very little effort
☐ exhibit relatively little effort
☐ exhibit modest effort
☐ exhibit a great deal of effort

10. *What type of organizational unit has immediate responsibility for offering this course? Please check the single most accurate description.* (1:25)

☐ a department composed of faculty from one academic or occupational field
☐ a division composed of faculty from several occupational or academic fields
☐ a sequence or subprogram **within** an academic or occupational department
☐ a broadly based college committee (e.g., general education committee, trade and technical education committee)
☐ a college-wide administrative unit
☐ other (please specify)______________________________
____

11. *What would you say is the primary goal of the organizational unit that sponsors your introductory course? (Check one)* (1:26)

☐ to offer general education courses to students in the college
☐ to prepare majors in an academic field
☐ to prepare students for transfer to four-year colleges
☐ to prepare students for direct career entry
☐ to prepare students for entry to graduate and professional schools
☐ other (please specify) ______________________________
____

12. *Please circle the appropriate number on each scale at the right to indicate how true each statement is for:*

a. your college (or university) as a whole, ***and***

b. the organizational unit (program) that sponsors your course

	a. My college					b. My program					
	Not at all true				Very true	Not at all true				Very true	
Teaching is a major goal	1	2	3	4	5	1	2	3	4	5	(1:27) (1:28)
Research is a major goal	1	2	3	4	5	1	2	3	4	5	(1:29) (1:30)
Students should learn concepts	1	2	3	4	5	1	2	3	4	5	(1:31) (1:32)
Students should apply concepts	1	2	3	4	5	1	2	3	4	5	(1:33) (1:34)
Course content is tightly coordinated	1	2	3	4	5	1	2	3	4	5	(1:35) (1:36)
Student programs are largely prescribed	1	2	3	4	5	1	2	3	4	5	(1:37) (1:38)
The mission is distinctive	1	2	3	4	5	1	2	3	4	5	(1:39) (1:40)
The mission is clearly understood by faculty	1	2	3	4	5	1	2	3	4	5	(1:41) (1:42)
Courses are very much interrelated	1	2	3	4	5	1	2	3	4	5	(1:43) (1:44)
Programs are very much interrelated	1	2	3	4	5						(1:45) (1:46)

13. *Please circle the appropriate number on the scale at the right of each paragraph below to indicate how well the statement describes the program that sponsors the introductory course you teach.*

	Not at all like my program				Very much like my program	
A. In my program, faculty believe that students learn most effectively when they follow their own interests. Thus, we offer a rather broad range of courses and learning experiences and allow students to choose from them.	1	2	3	4	5	(1:47)
B. In my program, we are guided by the belief that all students should cover similar topics in introductory courses. Decisions about course content, therefore, are made by a group of faculty or the chairperson or they reflect employer needs. Therefore I have little autonomy in selecting the content.	1	2	3	4	5	(1:48)
C. In general, content and skills taught in my program are hierarchical in nature. Consequently, the faculty feel it is essential for students to enroll in courses in a specific sequence so that each course serves as part of a set of building blocks.	1	2	3	4	5	(1:49)
D. In my program, the faculty believe it is important to link course content with the topics taught in other fields. Therefore, as we help students plan their programs, we stress to them that they should enroll in courses in other programs.	1	2	3	4	5	(1:50)
E. At my college, many curricular decisions are made outside the program. Decisions about what courses students should take, what the course content should be, and in what sequence the courses should be taken are often decided in committees or forums other than within the program, particularly for introductory courses.	1	2	3	4	5	(1:51)

COMMENTS ON PART I:

II. YOUR TEACHING FIELD

This section of the questionnaire explores your views of the field that you teach.

14. *Please answer the following questions to indicate how well each phrase describes:*

    a. *the field that you teach:*

    b. *your field as you portray it to students in the introductory course*

	a. Describes my field					b. Describes my field as I portray it in this course					
	Poorly				Well	Poorly				Well	
A mode of inquiry	1	2	3	4	5	1	2	3	4	5	(1:52) (1:53)
An interrelated set of interests and values	1	2	3	4	5	1	2	3	4	5	(1:54) (1:55)
A set of skills to be mastered	1	2	3	4	5	1	2	3	4	5	(1:56) (1:57)
A set of skills to be applied	1	2	3	4	5	1	2	3	4	5	(1:58) (1:59)
A set of phenomena that people have tried to explain	1	2	3	4	5	1	2	3	4	5	(1:60) (1:61)
A group of individuals who share common interest in trying to understand the world	1	2	3	4	5	1	2	3	4	5	(1:62) (1:63)
An organized body of knowledge	1	2	3	4	5	1	2	3	4	5	(1:64) (1:65)
A set of interrelated concepts and operations	1	2	3	4	5	1	2	3	4	5	(1:66) (1:67)

COMMENTS ON PART II:

III. YOUR BELIEFS ABOUT EDUCATION

15. ***Listed below are several beliefs about the purpose and process of education. On the scale to the right of each statement circle the number that indicates how similar the statement is to the beliefs that underlie your introductory course planning. After you have rated all statements, please place a check in the box at the left of the single statement you consider most like your own beliefs.***

	Not at all like like my belief				Very much like my belief	
☐ A. In general, the purpose of education is to make the world a better place for all of us. Students must be taught to understand that they play a key role in attaining this goal. To do this, I organize my course to relate its content to contemporary social issues. By studying content that reflects real life situations, students learn to adapt to a changing society and to intervene where necessary.	1	2	3	4	5	(1:68)
☐ B. The main purpose of education is to teach students how to think effectively. As they interact with course content, students must learn general intellectual skills, such as observing, classifying, analyzing, and synthesizing. Such skills, once acquired, can transfer to other situations. In this way, students gain intellectual autonomy.	1	2	3	4	5	(1:69)
☐ C. Whatever the curriculum, effective education demands that instructors attend closely to instructional processes. Goals and objectives should be clearly specified and course procedures should be systematically designed to achieve the objectives. In part, my success as an instructor depends on the degree to which students achieve the objectives by the end of the course.	1	2	3	4	5	(1:70)
☐ D. Education should provide students with knowledge and skills that enable them to earn a living and contribute to society's production. I believe a fundamental role for me as an instructor is to help students achieve their vocational goals.	1	2	3	4	5	(1:71)

	Not at all like like my belief				Very much like my belief	
☐ E. The purposes of education and the types of ideas and skills that students are to learn are determined for the most part by the college mission and available resources. Within these parameters, I try to help students see the value of education. I would change significantly the way I arrange the content of my course if I had more flexibility.	1	2	3	4	5	(1:72)
☐ F. Education should involve students in a series of personally enriching experiences. To meet this broad objective, I select content that allows students to discover themselves as unique individuals and thus acquire personal autonomy. I discuss appropriate activities and content with students in an effort to individualize the course.	1	2	3	4	5	(1:73)
☐ G. In my judgment, education should emphasize the great products and discoveries of the human mind. Thus, I select content from my field to cover the major ideas and concepts that important thinkers in the discipline have illuminated. I consider my teaching successful if students are able to demonstrate both breadth and depth of knowledge in my field.	1	2	3	4	5	(1:74)
☐ H. Whatever the curriculum, it should help students clarify their beliefs and values and thus achieve commitment and dedication to guide their lives. For me, the development of values is an educational outcome as important as acquisition of subject knowledge in the field I teach.	1	2	3	4	5	(1:75)

***Reminder:** After rating all statements, place a check in the box at the left of the single best description which is most like your own beliefs.* 1:76

COMMENTS ON PART III: 4X

IV. YOUR COURSE PLANNING ACTIVITIES

This section of the survey is designed to help us understand the way you plan your introductory course and the things that influence your planning.

16. *The following are possible steps in course planning. Please circle the appropriate number on each scale at the right to show how typical this step is of your work in planning the introductory course. After you have rated all statements, please* ***place a check in the box at the left of the single statement that describes what you typically do first when you plan a course.***

	Not at all typical				Very typical	2:1-4
☐ I think about what content should be selected from my field. I consider which concepts are worth learning, what vocabulary should be acquired, what skills should be learned, or how ideas in the discipline fit together.	1	2	3	4	5	(2:5)
☐ I think about the needs, preparation, and goals of students who will be enrolled in the course and how the students will use what they learn.	1	2	3	4	5	(2:6)
☐ I select objectives for the course based primarily on such standards as the college mission, the goals of my program, the requirements of the employers, the recommendations of my professional association or an accrediting association.	1	2	3	4	5	(2:7)
☐ I draw primarily upon my own background, education, philosophy of education, and previous teaching experience as the most essential elements that determine the objectives of the course.	1	2	3	4	5	(2:8)
☐ I think about what teaching materials or resources are available that will guide the progress of the course. For example, I may select a textbook, assemble varied readings, plan the use of laboratory space, or devise local field trips.	1	2	3	4	5	(2:9)
☐ Basing my thinking partly on learning theory and partly on my past experience, I choose the types of activities I believe will best promote student learning.	1	2	3	4	5	(2:10)
☐ I look at student evaluations for previous offerings of the course and make appropriate adjustments.	1	2	3	4	5	(2:11)
☐ I look at results of previous examinations in order to identify needed changes in the course so that students will learn more.	1	2	3	4	5	(2:12)

Reminder: ***After rating all statements, place a check in the box at the left of the statement that describes what you typically do first.*** 2:13

17. *Many factors influence faculty members as they plan courses. Use the scales below to indicate how strongly each item influences you in planning the introductory course.*

IN PLANNING MY INTRODUCTORY COURSE THE FOLLOWING CONSIDERATIONS INFLUENCE ME:

	Not at all				Very strongly	
Characteristics of the field I teach	1	2	3	4	5	(2:14)
My own background and education	1	2	3	4	5	(2:15)
Characteristics of students in my class	1	2	3	4	5	(2:16)
Goals of my college	1	2	3	4	5	(2:17)
Goals of my program	1	2	3	4	5	(2:18)
Goals of external groups such as employers or state licensing boards	1	2	3	4	5	(2:19)
Availability of instructional materials	1	2	3	4	5	(2:20)
The opinions of knowledgeable others	1	2	3	4	5	(2:21)

	Not at all				Very strongly	
My beliefs about educational purpose	1	2	3	4	5	(2:22)
My religious beliefs	1	2	3	4	5	(2:23)
My beliefs about teaching as a process	1	2	3	4	5	(2:24)
My political beliefs	1	2	3	4	5	(2:25)
Things I have learned through teaching experience	1	2	3	4	5	(2:26)
Things I learned in formal education courses	1	2	3	4	5	(2:27)
Things I learned in instructional workshops	1	2	3	4	5	(2:28)
Things I learned as a practitioner in the field	1	2	3	4	5	(2:29)
The way the course was taught when I took it	1	2	3	4	5	(2:30)
My preparation as a scholar in the discipline	1	2	3	4	5	(2:31)
My preparation as a practitioner in the field	1	2	3	4	5	(2:32)

Other ______________________________

IN PLANNING MY INTRODUCTORY COURSE THE FOLLOWING CONSIDERATIONS INFLUENCE ME:

	Not at all				Very strongly	
Students need to understand important concepts and principles in my field.	1	2	3	4	5	(2:33)
Students must be introduced to the mode of inquiry in my field.	1	2	3	4	5	(2:34)
It is important for students to acquire essential skills in my field.	1	2	3	4	5	(2:35)
I need to help students see the importance of relating my field to other fields.	1	2	3	4	5	(2:36)
Students need to link concepts in my field to social problems.	1	2	3	4	5	(2:37)
My field can make an important contribution to students' personal development.	1	2	3	4	5	(2:38)
Students need to acquire specialized vocabulary in my field at an early stage in their learning.	1	2	3	4	5	(2:39)
It is important for students to examine diverse views about what is worth studying in my field.	1	2	3	4	5	(2:40)

Other ______________________________

____

IN PLANNING MY INTRODUCTORY COURSE THE FOLLOWING CONSIDERATIONS INFLUENCE ME:

	Not at all				Very strongly	
The preparation of students in my class	1	2	3	4	5	(2:41)
The degree of effort students typically exhibit	1	2	3	4	5	(2:42)
The ability of students in my class	1	2	3	4	5	(2:43)
The interests of students in my class	1	2	3	4	5	(2:44)
The time pressures on students in my class	1	2	3	4	5	(2:45)
The life goals of students in my class	1	2	3	4	5	(2:46)
The career goals of students in my class	1	2	3	4	5	(2:47)
The educational goals of students in my class	1	2	3	4	5	(2:48)
The successes and failures of students I have taught previously	1	2	3	4	5	(2:49)

Other____

____

	Not at all				Very strongly	
The distinctive goals of my college	1	2	3	4	5	(2:50)
The specific goals of my program or department.	1	2	3	4	5	(2:51)
The general responsibility of my program in contributing to the college	1	2	3	4	5	(2:52)
The extent to which my program prescribes what I teach	1	2	3	4	5	(2:53)
The extent to which content is interrelated with other programs	1	2	3	4	5	(2:54)
The requirements of courses students will take later	1	2	3	4	5	(2:55)

Other____

____

IN PLANNING MY INTRODUCTORY COURSE THE FOLLOWING CONSIDERATIONS INFLUENCE ME:

	Not at all				Very strongly	
Accreditation standards	1	2	3	4	5	(2:56)
Expectations of employers	1	2	3	4	5	(2:57)
Recommendations of professional associations	1	2	3	4	5	(2:58)
External examinations (state boards, licensing, etc.)	1	2	3	4	5	(2:59)
College-wide achievement tests	1	2	3	4	5	(2:60)
Specific tests for entry to next educational level (e.g., MCAT, GRE, etc.)	1	2	3	4	5	(2:61)
Requirements of other colleges in which students may subsequently enroll	1	2	3	4	5	(2:62)
Other ______________________________						

	Not at all				Very strongly	
Availability of appropriate textbooks	1	2	3	4	5	(2:63)
Availability of facilities (labs, computers etc.)	1	2	3	4	5	(2:64)
Availability of opportunities (clinics, field trips, etc.)	1	2	3	4	5	(2:65)
Availability of teaching or laboratory assistants	1	2	3	4	5	(2:66)
Availability of secretarial assistance	1	2	3	4	5	(2:67)
Availability of supplies	1	2	3	4	5	(2:68)
Other ______________________________						

IN PLANNING MY INTRODUCTORY COURSE THE FOLLOWING CONSIDERATIONS INFLUENCE ME:

	Not at all				Very strongly	
Class size	1	2	3	4	5	(2:69)
Class schedule (term, week, day, hour)	1	2	3	4	5	(2:70)
My assigned workload	1	2	3	4	5	(2:71)
Promotion or tenure pressures on me	1	2	3	4	5	(2:72)
A required mode of instruction	1	2	3	4	5	(2:73)

Other ________________________________

____

IN PLANNING MY INTRODUCTORY COURSE THE FOLLOWING *SOURCES OR SERVICES* INFLUENCE ME:

(Please do not respond if a specific service does not exist at your college.)

	Not at all				Very strongly	
Advising office	1	2	3	4	5	(2:74)
Instructional development office	1	2	3	4	5	(2:75)
Student services office	1	2	3	4	5	(2:76)
Library services	1	2	3	4	5	(2:77)
Audio-visual services	1	2	3	4	5	(2:78)
Program chairperson	1	2	3	4	5	(2:79)
Colleague	1	2	3	4	5	(2:80)
						3:1-4
Mentor	1	2	3	4	5	(3:5)
Articles or books by teaching and learning experts	1	2	3	4	5	(3:6)
Articles or books by discipline experts	1	2	3	4	5	(3:7)

Other________________________________

____

IN PLANNING MY INTRODUCTORY COURSE THE FOLLOWING CONSIDERATIONS INFLUENCE ME *TO SELECT PARTICULAR TOPICS*:

	Not at all				Very strongly	
The topic conveys an important or fundamental concept in my field.	1	2	3	4	5	(3:8)
The topic stimulates students in their search for meaning in life.	1	2	3	4	5	(3:9)
The topic assists students in their search for a meaningful career.	1	2	3	4	5	(3:10)
The topic is easy for students to learn.	1	2	3	4	5	(3:11)
The topic helps students to integrate their ideas into a cumulative knowledge base.	1	2	3	4	5	(3:12)
The topic is enjoyable for students to learn.	1	2	3	4	5	(3:13)
The topic encourages students to do more investigation on their own.	1	2	3	4	5	(3:14)
The topic interrelates fundamental and lower level concepts into broader abstractions and principles.	1	2	3	4	5	(3:15)
The topic is useful in solving problems, making decisions, or performing on the job.	1	2	3	4	5	(3:16)
The topic provides important examples of inquiry in my field.	1	2	3	4	5	(3:17)

COMMENTS ON PART IV:

V. SOURCES OF TEACHING ASSISTANCE

18. *Suppose you wanted to get advice about issues concerning your course planning and teaching. From which source would you expect to get the most useful help? (Circle one response for each suggested source of assistance.)*

(NA = Not Available to me here)

Source of Assistance	Not helpful				Extremely helpful	NA	
Department or division chairperson	1	2	3	4	5	NA	(3:18)
Dean	1	2	3	4	5	NA	(3:19)
Department colleague	1	2	3	4	5	NA	(3:20)
Non-department colleague at this college	1	2	3	4	5	NA	(3:21)
Colleague at another institution	1	2	3	4	5	NA	(3:22)
Instructional development center	1	2	3	4	5	NA	(3:23)
Audio-visual service center	1	2	3	4	5	NA	(3:24)
Computer center	1	2	3	4	5	NA	(3:25)
Student assistance (tutoring) center	1	2	3	4	5	NA	(3:26)
Test scoring service	1	2	3	4	5	NA	(3:27)
My own family members	1	2	3	4	5	NA	(3:28)
Disciplinary or professional association	1	2	3	4	5	NA	(3:29)
Books or articles on instructional design	1	2	3	4	5	NA	(3:30)
Course evaluations from students	1	2	3	4	5	NA	(3:31)
Services provided by a group of institutions (consortium)	1	2	3	4	5	NA	(3:32)

COMMENTS ON PART V:

VI. ARRANGING COURSE CONTENT

Faculty members in different fields may select different ways of arranging content of a course for presentation. Even within fields, the way faculty arrange course content varies according to the level and purpose of the course.

19. *Keeping in mind your introductory course, how close is each of the seven descriptions below to the way you prefer to arrange content? After you have rated all statements by circling the number on the appropriate scale, please* ***place a check in the box at the left of the single statement you consider most like the arrangement you use.***

	Not at all like my course			Very much like my course		
☐ A. In planning my course, I organize the material so that it is consistent with the way relationships in my field occur or exist in the world. For example, I may use patterns **such as**: spatial relationships, chronological relationships, physical relationships, or other natural occurrences.	1	2	3	4	5	(3:33)
☐ B. In planning my course, I organize the material in ways that will help students use it in social, personal, or career settings. Thus, I create problem-solving situations and encourage students to take responsibility for solving real life problems in a logical and organized fashion. Since it is not always possible to know the specific problems students will face, or the skills they will need, I try to select course material so that students encounter broad problem-solving strategies that may be useful in their lives and careers.	1	2	3	4	5	(3:34)
☐ C. In planning my course, I generally organize units around major ideas or concepts of the field so that understanding of these concepts evolves in a manner that represents important relationships. I am likely to organize material in patterns **such as** one of the following: (1) relationships of classes and groups of objects or phenomena; (2) relationships of theory to application of theory, or rule to example, or evidence to conclusion; (3) relationships that proceed from simplest ideas to ideas of more precision, complexity, and/or abstractness; (4) relationships of logical sequence in which one idea is necessary to comprehend the next.	1	2	3	4	5	(3:35)

	Not at all like my course				Very much like my course	
☐ D. In planning my course, I generally organize the material according to what I know about how students learn. For example, I may organize material according to one or more principles **such as**: (l) students should first learn skills that are likely to be useful in later learning; (2) students should encounter familiar ideas and simple phenomena before those that are more unfamiliar and complex; (3) students should understand an idea or concept before attempting to interpret and use it; or (4) students should encounter material geared to their readiness to learn.	1	2	3	4	5	(3:36)
☐ E. In planning my course, I organize materials in ways that will help students attain knowledge and skills needed in their chosen careers. Since the work tasks are clearly specified in the field I teach, my familiarity with the practice field and the needs of potential employers provides important guidance in arranging course content.	1	2	3	4	5	(3:37)
☐ F. In planning my course I generally organize material according to the way in which knowledge has been created in my field. I tend to structure the course around the processes of generating, discovering, or verifying knowledge. Therefore, I typically include as primary foci of the course topics **such as** (1) ways of drawing valid inferences, and (2) ways in which scholars in my field discover relationships.	1	2	3	4	5	(3:38)
☐ G. In planning my course, I organize material in ways that will help students clarify and become committed to values and beliefs. I tend to structure the course around issues **such as** dilemmas, ethical problems, or value dimensions that I know have implications for students as they try to lead a fulfilling and exemplary life.	1	2	3	4	5	(3:39)

***Reminder:** After rating all statements, place a check in the box at the left of the single best description for the way you arrange your course's content.*

COMMENTS ON PART VI:

3:40
X

VII. COMMUNICATING GOALS TO STUDENTS

After the course is planned, and in progress, instructors use different ways of sending messages to their students about what they view as important goals or outcomes in their classes. This part asks about the types of goals you try to communicate to students, how you communicate them, and how effectively you think each of these ways of communicating is.

20. *Please state briefly two goals for your introductory course that you believe are important to communicate to students.*

A. ____ (3:42)

____

____

B. ____ (3:43)

____

____

21. *Using the appropriate scales at the right, please indicate which of the following methods you rely on to communicate the goals you named above to students in the introductory course. Then estimate how effective you believe that method is.*

	Reliance on Method					*Effectiveness of Method*					
	Seldom rely on				Rely on heavily	Not effective				Very effective	
I describe the course goals and objectives in the syllabus in detail.	1	2	3	4	5	1	2	3	4	5	(3:44) (3:45)
I spend considerable time during the first class stressing course goals and objectives orally.	1	2	3	4	5	1	2	3	4	5	(3:46) (3:47)
I remind students of the goals periodically throughout the term.	1	2	3	4	5	1	2	3	4	5	(3:48) (3:49)
I structure assignments and activities that are linked to the goals and allow students to identify the connections independently.	1	2	3	4	5	1	2	3	4	5	(3:50) (3:51)
I structure assignments and activities that are linked to the goals and explicitly discuss their purposes with students.	1	2	3	4	5	1	2	3	4	5	(3:52) (3:53)

Other (please specify) ____________________

____

____

COMMENTS ON PART VII:

VIII. ASSISTING AND MONITORING STUDENT LEARNING

Listed below are some statements faculty members have used to describe the most important things they do to assist students in learning.

22. *Please circle the appropriate number on the scales at the right to indicate which statements are most like the kinds of things you do to help students in this introductory course learn.*

	Not at all like what I do				Very much like what I do	
I provide extra help sessions.	1	2	3	4	5	(3:54)
I provide structure to clarify the course material.	1	2	3	4	5	(3:55)
I find ways to motivate or interest students.	1	2	3	4	5	(3:56)
I show enthusiasm for my subject.	1	2	3	4	5	(3:57)
I show personal concern and empathy.	1	2	3	4	5	(3:58)
I try to provide a role model for students.	1	2	3	4	5	(3:59)

Other ____________________________

____

____

23. *Listed below are some examples of "indicators" or clues that some faculty members use to tell whether students are actively involved in learning. How often do you use each indicator? What degree of confidence do you have in each indicator?*

(NA = I do not use the indicator)

	Use of Indicator				*Confidence in Indicator*			
	Daily	Weekly	Monthly or less often		95%	50%	25% or less	
Examining results of quizzes or exams	☐	☐	☐	NA	☐	☐	☐	(3:60) (3:61)
Watching student faces and other body language	☐	☐	☐	NA	☐	☐	☐	(3:62) (3:63)
Observing student discussions and class participation	☐	☐	☐	NA	☐	☐	☐	(3:64) (3:65)
Observing frequency of after-class discussions and questions	☐	☐	☐	NA	☐	☐	☐	(3:66) (3:67)
Observing frequency of student visits to my office	☐	☐	☐	NA	☐	☐	☐	(3:68) (3:69)
Observing class attendance	☐	☐	☐	NA	☐	☐	☐	(3:70) (3:71)
Observing frequency of turning in complete assignments	☐	☐	☐	NA	☐	☐	☐	(3:72) (3:73)
Analyzing student themes or papers	☐	☐	☐	NA	☐	☐	☐	(3:74) (3:75)
Examining student evaluations of the course	☐	☐	☐	NA	☐	☐	☐	(3:76) (3:77)
Analyzing student journals	☐	☐	☐	NA	☐	☐	☐	(3:78) (3:79)

Other (please specify) ______________________ x

____

____

COMMENTS ON PART VIII:

PERSONAL DATA

4:1-4

Please fill in the following information to help us describe the group of faculty members who have responded to this survey.

24. Your institution ______________________________

25. Your department ______________________________

26. Your sex: ☐ MALE ☐ FEMALE (4:5)

27. Your age: ______ (4:6-7)

28. Which is the highest degree you hold? (Check one) (4:8)

☐ bachelor's
☐ master's
☐ two or more master's degrees
☐ doctoral degree

29. In what subject is the highest degree you hold? ______________________ (4:9-10)

30. What is your academic rank in your present position? (Check one) (4:11)

☐ positions here are unranked
☐ lecturer, adjunct, contract teacher
☐ instructor
☐ assistant professor
☐ associate professor
☐ professor

31. Do you teach full- or part-time? (Check one) (4:12)

☐ full-time faculty
☐ part-time faculty

32. Are you tenured in your position? YES ☐ NO ☐ NOT APPLICABLE HERE ☐ (4:13)

33. How many full years have you worked in each of the following positions? (Complete all that apply)

______ full-time college teacher (4:14-15)
______ graduate teaching assistant in college (4:16-17)
______ high school teacher (4:18-19)
______ teacher in business or industry (4:20-21)

34. **How many years have you held your present teaching position at your current institution?** ______ (4:22-23)

35. **How many full years (count four summers as a year) have you been employed in your field or a closely related field in an occupation other than teaching?** ______ (4:24-25)

36. **On the lines below, please enter the number of courses you have taught within the last twelve months at each of the levels listed.**

	Number of courses taught	
Introductory undergraduate course (lower division, first two years of college, or other course for novices)	______	(4:26-27)
Intermediate or advanced undergraduate (upper division, third to fifth year of college program, for students with prior background in this or closely related fields)	______	(4:28-29)
Graduate course (master's or higher level courses)	______	(4:30-31)

37. **If you have taught one or more intermediate or advanced undergraduate courses during the last twelve months, please reflect on how you might have answered the questions in this survey if we had asked you to focus on such an upper division course.** (4:32)

Would your answers have been: (Check one)

☐ very different
☐ somewhat different
☐ about the same

38. **If selected to help us understand variations in course planning at different levels, would you be willing to answer parts of this survey again in a few weeks for a more advanced course that you teach?**

YES ☐ NO ☐ (4:33)

39. **If yes, indicate the title and level of the more advanced course on which you would focus.** (4:34-35)

____

(continued next page)

Please fill in your complete name and address below if you would like a copy of the survey results and/or you agreed that we might contact you again. Be assured that if you have not indicated willingness to do so, we will not ask you to complete a second survey.

Name and Address (optional): ______________________________ (4:36)

____

____

____

Thank you for taking the time to complete this extensive survey. Your valuable contribution to this national project is appreciated.

Please place this completed survey in the postage-paid envelope provided and return it directly to:

Program on Curriculum Influences and Impacts
National Center for Research to Improve
Postsecondary Teaching and Learning
2400 School of Education
The University of Michigan
Ann Arbor, Michigan 48109-1259

To avoid receiving reminders, please return the postcard enclosed with this survey packet to the campus liaison office that distributed this survey to you.

NCRIPTAL

NATIONAL CENTER FOR
RESEARCH TO IMPROVE
POSTSECONDARY
TEACHING and LEARNING

370